



National Parent-Teacher

THE P.T.A. MAGAZINE

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

CONCERNING CHANGE OF ADDRESS

Copies of *National Parent-Teacher: The P.T.A. Magazine* come to subscribers by second-class mail. If copies are not delivered because of wrong or incomplete address, changes of address, or other similar reasons, they are returned to the magazine office in Chicago at our expense. You can help us keep this item of expense to a minimum and at the same time assure delivery of the magazine to your home without delay by giving us your new address one month in advance.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on the back cover of this issue of the magazine are 10-53, this means that your subscription will expire with the October *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the November issue.

Subscription Blank

SEE RATES ON OPPOSITE PAGE

NAME _____
(Please print)

STREET AND NUMBER _____

CITY, ZONE, AND STATE _____

ASSOCIATION _____

Send check or money order to **NATIONAL PARENT-TEACHER, 600 South Michigan Boulevard, Chicago 5, Illinois**

**MEMBERSHIP OF THE
NATIONAL CONGRESS
OF PARENTS AND
TEACHERS IS NOW
7,953,806**

P.T.A. Membership by States

Alabama.....	156,879
Arizona.....	49,882
Arkansas.....	103,875
California.....	1,181,903
Colorado.....	115,793
Connecticut.....	95,136
Delaware.....	22,353
D. C.....	26,337
Florida.....	198,873
Georgia.....	161,583
Hawaii.....	46,762
Idaho.....	41,419
Illinois.....	493,181
Indiana.....	224,236
Iowa.....	109,412
Kansas.....	138,090
Kentucky.....	146,034
Louisiana.....	73,235
Maine.....	23,291
Maryland.....	96,502
Massachusetts.....	113,140
Michigan.....	260,132
Minnesota.....	185,445
Mississippi.....	63,351
Missouri.....	187,905
Montana.....	23,506
Nebraska.....	54,541
Nevada.....	9,477
New Hampshire.....	18,610
New Jersey.....	305,076
New Mexico.....	25,868
New York.....	333,610
North Carolina.....	255,366
North Dakota.....	31,560
Ohio.....	520,739
Oklahoma.....	129,301
Oregon.....	106,414
Pennsylvania.....	373,022
Rhode Island.....	37,306
South Carolina.....	55,445
South Dakota.....	28,283
Tennessee.....	233,650
Texas.....	441,434
Utah.....	65,726
Vermont.....	20,266
Virginia.....	183,539
Washington.....	174,510
West Virginia.....	95,620
Wisconsin.....	98,521
Wyoming.....	11,400
Unorganized Territory.....	6,267
Total.....	7,953,806

*Officers of the Magazine*

Mrs. James Fitts Hill, President
 Mrs. Newton P. Leonard, Vice-president
 Mrs. L. W. Alston, Secretary

Directors

Mrs. James Fitts Hill	John W. Headley
Mrs. Newton P. Leonard	Mrs. T. H. Ludlow
Mrs. L. W. Alston	Mrs. S. T. Manduca
Mrs. Rollin Brown	Mrs. T. J. Mims
Mrs. Joel Burkitt	Ralph H. Ojemann
Mrs. Glenn K. Rogers	

National Parent-Teacher: The P.T.A. Magazine is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

Editorial Office

600 South Michigan Boulevard, Chicago 5, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

Subscription Office

600 South Michigan Boulevard, Chicago 5, Illinois
 Eleanor Twiss, Business Manager

Rates

\$1.25 a year—U.S. and possessions
 \$1.50 a year—Canada
 \$1.75 a year—Other countries
 Single copy—U.S. and possessions, 15 cents
 Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The National Parent-Teacher is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1953 by The National Parent-Teacher

Contents FOR SEPTEMBER 1953

The President's Message: Not for Ourselves Alone...Lucille P. Leonard 3

ARTICLES

- Are We "Spoiling" Our Children?.....Irma Simonton Black 4
 The Heel at the Wheel.....Paul Jones 7
 In Defense of Tomorrow.....Abram Leon Sachar 10
 Is This a Time of Conflict?.....J. Roswell Gallagher, M.D. 14
 The Inner Resource
 1. What the Inner Resource Is For.....Bonaro W. Overstreet 19
 How Shall Values Be Taught?.....William G. Carr 22
 Action Program for Better Homes, Better Schools, Better Communities
 1. Gains and Goals in Parent Education
 Committee on the Expanded Parent Education Program 26

FEATURES

- Notes from the Newsfront.....13
 What's Happening in Education?.....William D. Boutwell 17
 Books in Review.....25
 Personality in the Making: Study Course Guides
 Ruth Strang, Bess Goodykoontz, Ralph Ojemann and Eva H. Grant 30
 P.T.A. Projects and Activities.....34
 Motion Picture Previews.....37
 Post Exchange.....40
 Design.....Igor de Lissovoy
 Cover Picture.....Archie Lieberman from Black Star

Editor Eva H. Grant

Associate Editors Ethel G. Brown
 Ruth Gagliardo

Anna H. Hayes
 Henry F. Helmholtz, M.D.

Ralph H. Ojemann
 Esther E. Prevey

Advisory Editors

Harold C. Hunt, Professor of Education, Harvard University
 Ethel Kavin, Director, Parent Education Project, University of Chicago
 Bruce E. Mahan, Dean, Extension Division, State University of Iowa
 Leonard W. Mayo, Director, Association for the Aid of Crippled Children
 Bonaro W. Overstreet, Author, Lecturer, and Adult Educator
 George D. Stoddard, Former President, University of Illinois
 Charl Ormond Williams, Past President, National Education Association
 Paul W. Witte, Professor of Education, Northwestern University

Managing Editor Mary A. Ferre





Spring mornings *were* beautiful in Oklahoma during last May's convention of the National Congress of Parents and Teachers. On a stage bright with spring greenery Mrs. Newton P. Leonard, president, welcomed the delegates and officially opened the first session. Among the other National Congress leaders on the platform were (front row, left to right) Mrs. Russell C. Bickel, secretary; Mrs. Walter H. Vinzant, parliamentarian; John W. Headley, treasurer; Mrs. Walter H. Beckham, retiring regional vice-president; Knox Walker, second vice-president; and Mrs. Albert L. Gardner, chairman, Committee on Procedure and Bylaws. On the far side of the rostrum we see Mrs. John E. Hayes and Mrs. William H. Kletzer, who were honored as past national presidents.



The President's Message

Not for Ourselves Alone

BEGINNING this month our more than thirty-eight thousand parent-teacher associations will concentrate with fresh vigor on their action programs for better homes, better schools, and better communities. A new chapter lies ahead, waiting to be written. And we have every reason to believe that the record it contains will be bright.

The 1953 convention of the National Congress of Parents and Teachers is now history. But this does not mean that it is a dead chronicle. Quite the contrary; I hope that the story of this convention, the largest we have ever had, will be told in every local unit throughout the country.

At our conventions we have an opportunity to share in the knowledge and the experience of men and women who can help us solve the problems that our associations face day by day. If these meetings are to have the widest possible value, every member should know of the ideas expressed there, the points of view explored, and the action taken. I trust, therefore, that each association will discuss the 1953 convention early this fall, so that all members may benefit by the information and the inspiration which characterized that meeting. Those who attended the convention can, then, multiply its value many fold by sharing their experiences with their co-workers back home. Nothing can take the place of a first-hand account of the general sessions, section meetings, exhibits, and tool shops.

Of course, it was not possible for every association to send a delegate to Oklahoma City, but every association can still get a reliable account of what went

on there in the form of the *Convention Digest*, prepared and published by the National Congress of Parents and Teachers. If no one in your community went to the convention, the *Digest* can serve as your reporter, as will also the two articles adapted from convention addresses that appear in this issue of the *National Parent-Teacher*. May I remind you, too, that next month's issue will carry an article based on the provocative talk given by the eminent psychiatrist William C. Menninger, M.D.

FALL is here. Our Action Program stands—filled with tasks that carry a challenge for each one of us, tasks that call for facts, for intelligence, for stamina, and for performance. By relaying to our thirty-eight thousand locals the findings of our May convention we can touch off enthusiasm and informed action in many communities, action that will add up to the bright new chapter we are looking forward to writing. We of the parent-teacher organization know well the importance of thinking together, arriving at solutions together, acting together. What some of us had the privilege of experiencing together in Oklahoma we now have the responsibility for sharing with our fellow members. Not for ourselves alone was the 1953 convention held, but to kindle and illumine the efforts of all who serve the steadfast ideals of the parent-teacher movement.

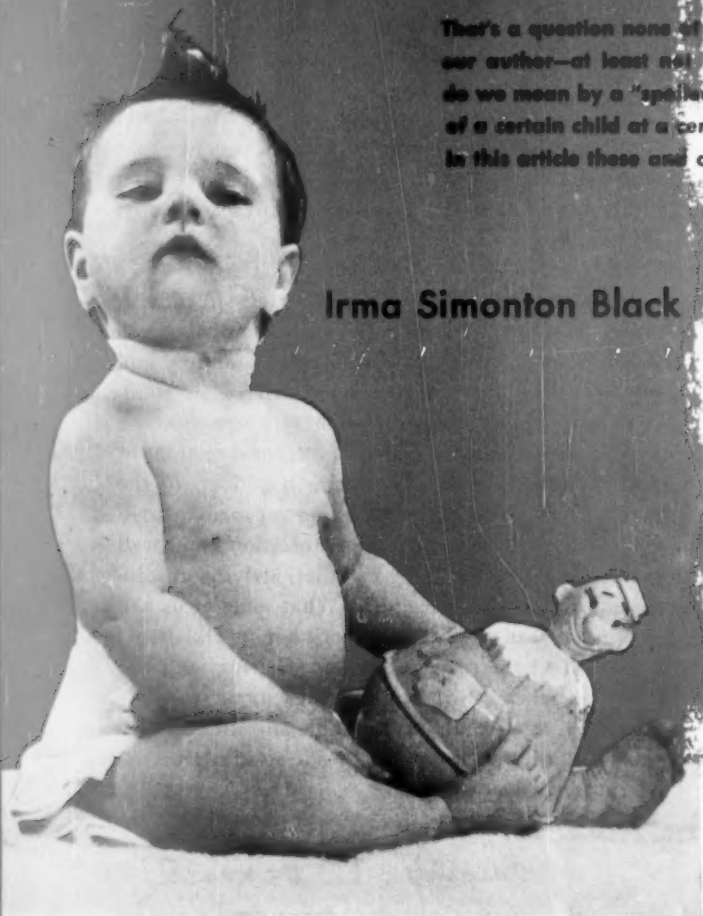
Lucille P. Leonard

President, National Congress of Parents and Teachers

Are We "Spoiling" Our Children?

That's a question none of us can answer with an unadorned yes or no, says our author—at least not until we've asked and answered several others: What do we mean by a "spoiled child"? What kind of behavior can we expect of a certain child at a certain age? Is it possible to love children too much? In this article these and other pertinent questions are answered wisely and well.

Irma Simonton Black



© H. Armstrong Roberts

This is the first article in the 1953-54 study program for the parents of preschool and school-age children.

THE WORD "spoiling" in child psychology has about the same exquisite precision as the word "sick" has in medicine. Under it we could lump almost everything children do that is in some way displeasing to adults. For instance, take the child who waits for his mother to stuff him into his snow suit. He'll seem spoiled to one adult. Somebody else will label a child as spoiled if he chatters at the table when guests are present. Another grownup raises a questioning eyebrow at the boy who dashes out to play baseball leaving his school clothes in a heap on the floor. Some are even highly critical of parents who feed an infant in the middle of the night, branding the child as already spoiled.

The truth is that we can't even start to think about spoiling unless we think in terms of maturity. Often the people who talk about spoiling are really impatient at the slow pace of children's growth and unduly irritated by their legitimate demands. These people may not even be parents themselves; yet they are very vocal in their advice to those who are. Usually they have a profound ignorance of what normal behavior is throughout the years of childhood.

Let's admit that every one of the children mentioned above is demonstrating immature behavior.

It is, however, behavior that is normal at certain ages in every child's life. Let us also assume that the parents in each case are people of maturity and understanding. The parents of the three-year-old will certainly encourage him to try to dress himself, but they will be ready to help with a really difficult job like getting into a heavy snow suit. On the other hand, a child of six who still demands such help may well be spoiled.

If the overly talkative youngster is six years old, his parents will remind him that their guests want to talk too and that he will have to wait for a turn. And they will see that he gets his turn. If an eleven-year-old monopolizes the conversation, however, the guests have some justification for thinking him spoiled.

Consider the baseball-playing boy who drops his school clothes in a heap. If he is eight or nine, his mother will, if she can, call him back to straighten up. Or she may leave the clothes for him to pick up. But somehow she will see that he learns to care for his room and to put away his clothes. Finally, the mother of the infant who is hungry at an inconvenient time will feed him without fear of dire consequences. But when that same child is three or four years old and demands a snack as a way of getting attention at night, she will not hesitate to call a halt to late evening nibbling.

Who Are the Spoiled?

In discussing spoiling, then, we need a definition that will apply to various ages. I think most people will agree that there is a general personality type which corresponds to the vague term "spoiled child." The spoiled child, to my mind, is one who has never learned that there are rules by which he must abide, whose only law is his own momentary whim, who has never known the pleasures of sharing or the satisfaction of taking responsibility.

Interestingly enough, this description would fit any three-month-old infant. Of course a baby doesn't know about rules or about sharing. Of course he is a law unto himself. Only as he grows and has more and more social experience, as he is guided sympathetically into rewarding relationships with other people, does he become, shall we say, "unspoiled."

This all adds up to one fact: The spoiled child is basically immature. He behaves like a caricature of an infant rather than like a child of his own age. He is, incidentally, very similar to the neurotic adult, who is usually self-centered and demanding, no matter how self-effacing he may appear to be.

Perhaps the first step in helping a child to achieve emotional maturity is giving him the experience of being deeply loved, of being accepted as a person with rights and responsibilities. The notion that spoiling is connected with too much real love is completely false.



"Grin and Bear It" by Lichty

© Chicago Sun-Times Syndicate

"Mark my words, you won't go unpunished for the mess you've made. Some day you'll grow up to be parents, too!"

Causes and Cases

It is quite true, however, that an excessive show of affection, overindulgence, and the lavishing of gifts on a child may produce the personality type that we call spoiled. But these are not tokens of true love. Indeed they are far more likely to spring from a parent's sense of guilt. It has been pointed out again and again by psychiatrists that such a lavish display of affection may come from a deeply repressed desire to reject the child.

Sometimes, too, it comes from a sense of guilt that is utterly unfounded. For example, I recall a busy woman doctor whose time with her two boys was naturally far more limited than is the case with non-professional mothers. She admitted that she felt a constant sense of guilt about having to leave them in the care of other people. She tried to make up for her lack of time with them by a profusion of gifts and by constant indulgence when she was with them. They had every new gadget on the market and constantly clamored for more. The older boy, though extremely bright, flitted from one pursuit to another without ever getting deeply involved in any one of them. His schoolwork was far below his capacities. Both were restless, demanding, and a handful for anyone outside the family who came to help out in the house.

Naturally the professional mother has real problems and real adjustments to make. Yet I am convinced that feelings of guilt about being absent from



© John Rees from Black Star

one's children have a worse effect than the absence itself. Surely we have all known widows who have been forced to take full-time jobs and who have managed to keep their children healthy and happy without being around them twenty-four hours a day. The children of a mother who works outside the home may have problems related to that situation. But doesn't every human situation usually have its own problems?

The Wobbling "No"

Other parents are so eager to be loved by their children—and so afraid they won't be—that they are unable to say no firmly and kindly. Take the mother who had told her five-year-old Anne that she couldn't go home after school with Sally because it was Anne's first day back in kindergarten after a cold. The reasoning meant little to the child, who didn't understand or care about the need for being careful after an illness. And the "No" was a signal for a tantrum, during which Anne was quick to sense her mother's wavering. She stopped screaming for a moment to wail, "I want to go, Mommy! Please! Please let me go!"

Her mother said, "Well, all right. You may go if you promise not to get too tired." The promise, of course, was an empty gesture designed to put a respectable front on the mother's weakness. Anne

was not physically ready for an afternoon visit and mentally not capable of living up to her promise. But she knew, as her mother said later, that "I just hadn't the heart to say no to her."

Anne was being taught by her mother that there were no rules, even health rules, that could keep her from having what she wanted. Anne was being spoiled.

Some parents may misinterpret modern principles of child development, believing that if a child is frustrated in any way he may be injured for life. Probably in an effort to get away from the "broken spirit" child-rearing philosophy of an older generation, they permit the child to become the small lord of the manor, with themselves in the humble role of flunkys. Fortunately this attitude is less common today than it was, say, fifteen years ago.

As child psychology has itself matured, specialists have put more and more stress on the value of some frustrations. Growth, they tell us, comes about by facing conflicts and difficulties, not by being shielded from them. The mother who always dashes to help her child out in a quarrel, for instance, is not giving that child a chance to work through a quarrel on his own steam. The mother who is afraid to insist that her older boy do his assigned share of family work is not giving him a chance to take responsibilities.

When Indulgence Breaks Down

The parent who is overly indulgent and lacking in firmness is often inconsistent, too, and this inconsistency may be a good deal harder on a growing child than unflinching strictness. For even the indulgent parent is human and sooner or later gets impatient with the spoiled child's incessant demands and whims.

Seven-year-old Joan came home from visiting a friend one afternoon to find her mother in the living room with a guest who had been invited for dinner. As Joan made a beeline for the kitchen, her mother called out, "Please don't eat now, Joan. Daddy will be here in ten minutes, and we'll eat right away." Joan didn't answer, but she appeared in the living room carrying a huge glass of milk and a cookie. "Joan, I told you—" her mother said. But the child protested, "I'm thirsty," and sat down on the couch. The mother interrupted her guest to say, "Remember, I've asked you to keep food off that couch." Then she hastily turned her attention back to the guest.

At that point Joan gave a great heave back to get comfortable, and the full glass tipped enough to spill a generous portion of milk. Mother rose in a temper, snatched the glass, and sent the child from the room with a resounding whack. Joan screamed with indignation and anger, and she was justified. Her mother had certainly given her reason to think

(Continued on page 33)

The **HEEL**

at the **WHEEL**

Have you ever sized up a man by his performance in the driver's seat? In the roar and din of traffic, character goes on display, and you can spot the reckless and the cautious, the courteous and the cantankerous, the responsible and the devil-may-care. How much are they to blame for the flaws in the way so many teen-agers drive? A safety expert here takes an exasperated look at our "middle-aged space cadets."

Paul Jones

DO YOU sometimes wonder why an apparently nice guy turns into a heel at the wheel? There's no mystery to it. The guy doesn't change at all. He's a heel to begin with!

Sure, I know that when I say this I'm disputing the belief that modern traffic changes nice people into lugs. I used to think that too. But I found out I was wrong. No, sir, the plain fact is that the man who acts like a heel in the driver's seat is that kind of a man in the first place.

It may be true, as they say, that many an accident



© National Safety Council

is caused by a jerk at the wheel. But the jerk is also a jerk at work and at home.

"But he's such a nice man around the house," you say. "He's so polite. He never yells at the children, and he calls his wife 'dear'!"

But you see him only when he's using his company manners. If his little woman could tell all, it's dollars to doughnuts she'd be the first to admit that when the big oaf behaves like a jerk in traffic, he's simply doing what comes naturally. All that really happens is that a low horsepower heel in the home

becomes a high horsepower heel in traffic, where unluckily he has a couple of hundred horses under the hood to help him.

Let me make it clear right now that when I say "guy" I mean "gal" too. For when you talk about traffic heels, you have to include the high heels.

And listen, men. If you think the little woman acts like that only when she's driving a car, just catch her in action at a basement bargain sale sometime!

Now, what has all this got to do with parents and children and traffic accidents? Just this: Parents are people, and some of them behave like heels at the wheels! When are we parents going to smarten up and realize that we can't ask our youngsters to act one way while we act another?

Meet the Real Menace

Riding home on the commuters' train the other afternoon, I couldn't help overhearing a conversation between two men who were sitting just in front of me.



© National Safety Council

"I'm having a time with my boy," one man said to the other. "He's car crazy, and he's driving me crazy, too."

"They're all car crazy," said his friend, wagging his head wisely.

"I know," said the first father, "but this kid of mine is going overboard. Last night, for example, he was bragging to us that he had driven from our house to the Loop in thirty-two minutes through

heavy traffic. Thirty-two minutes! That's just plain suicide!"

"Sure is," the other man agreed. "Can't you slow him down?"

"Well, I tried," said Pop. "And do you know what he said? He wanted to bet me that I had made it myself in less than forty minutes!"

"Have you?" the friend asked.

"Well, sure. But I'm an experienced driver. This boy is just a kid."

There you are. It's perfectly okay for Pop to tear along like a hot rod. But let his son do it—a lad who has better timing, better eyesight, and faster reflexes than Pop will ever have again—and that lad's a problem child.

Where did he get the idea that it's smart to drive that fast in the first place? From Pop, the middle-aged space cadet!

Home Life of a Heel

I sat at dinner the other night in the home of a man who has made a big success in business because he's smart, shrewd, and knows how to handle people. But what did he use as a topic of conversation this evening?

"I had a narrow squeak today," he told his wife and youngsters. "I was going down the Outer Drive at a pretty good clip when the park police nailed me and made me pull over to the curb."

From that point on, the whole theme of his story was that his youngsters had been blessed with a clever dad; otherwise he would now be reposing in the clink for speeding. But good old Dad talked his way out of a ticket and made a sucker of the policeman, because Dad's smart, he is.

And this father wonders why his youngsters grow up to have contempt for traffic laws!

Would this same man brag to his family that he had stolen a necktie from a department store counter and then talked his way out of a jam with the store detective? Of course not. That would make him a thief. But the traffic incident only makes him a law-breaker who doesn't give a hoot about risking his own neck and the necks of other people by fracturing laws that were created and are enforced for the sole purpose of saving him from his own folly.

When are we parents going to start acting like the kind of people we want our children to be? When are we going to start doing the things we want them to do, especially while they're behind the wheel of a car?

Take the word of one who knows. The kid in the stripped-down jalopy with the muffler wide open and the seats loaded with pretty girls isn't a whit more dangerous than his dad, who is batting along pell-mell, trying to make up time after too long a stop-over at the club. Neither of them ought to be driving!

How Do You Rate on This Safety Quiz?

Look, Dad and Mom, do you *really* want your child to drive safely? Then give yourself this test, and grade yourself honestly:

Is your high school son or daughter getting driver instruction, either in class or behind the wheel? If he isn't, what are you doing about it? Are you raising as much fuss as you would if he weren't getting mathematics? Sure, mathematics is important, but isn't it a safe bet that your high school student will drive a car before he starts working out mathematical equations for a living?

Do you pattern your own driving so that if your child drives exactly as you do, you can be satisfied that he will be a courteous, careful, considerate driver?

Have you taken the trouble to sit down and talk over the subject of driving with your teen-ager, so that he gets the idea that a careful, thoughtful driver isn't a sissy but an intelligent, decent person?

Do you permit him to drive only as long as he proves he wants to drive like a gentleman?

HOW TO CRACK UP A CAR:

Five Tested Ways

The police were puzzled. It was hard to figure out why some drivers got into accidents. They seemed of sound mind and sober habits, yet here they were in Washington, D. C., running into trees, pedestrians, street-car platforms, and other cars. Why? What could they be thinking of? And that is the very question the D. C. police started asking drivers: "What were you thinking of at the time of the accident?" "Not about driving" was the gist of many answers. At the time they rammed into something, five otherwise steady and intelligent drivers were engrossed in one of the following distractions: telling their children a story, trying to get a better look at a house showing a "For Sale" sign, checking on the yellow dress worn by a lady across the street, yoo-hooing to a passing friend, and reading a magazine. The last driver now has plenty of time to catch up on reading. She's in the hospital with a back injury.

—Adapted from "How To Drive and Stay Alive" in *Public Safety*, March 1953



© National Safety Council

Have you spent as much time making a considerate and proficient driver out of your child as you have in watching television?

How soon did you start showing your child practical, acceptable reasons for not taking needless chances of getting hurt? Have you made him understand that avoiding accidents doesn't mean missing all the fun of a normal, active life? That it doesn't mean not playing baseball, football, swimming, or skating? Does he understand that safety merely means learning how to do things well and taking proper protective measures?

Safety means staying in the game and having fun, instead of sitting on the bench in pain and frustration. It means using the precautions that smart people use and not acting like a dope by showing off or ignoring common-sense practices.

Perhaps the practice of safety is handicapped by the very fact of its being so simple that anybody can follow it if he wants to. For safety is only using down-to-earth, practical, everyday common sense to avoid the silly, nonsensical chances so many of us take.

We have all seen our youngsters play at being grownups. Doesn't that tip us off to one important answer to the safety problem? Those youngsters follow the example of their moms and dads. Let's give them the right example to follow. They'll live longer and have more fun. So will we!

Paul Jones is the well-known director of public information for the National Safety Council. A former newspaperman who held editorial posts with the Cleveland Press and the Toledo News-Bee, Mr. Jones is a forceful speaker and is much in demand as a lecturer on safety principles and practices.



© H. Armstrong Roberts

MY theme is suggested by an extraordinary paradox in our national life. On the one hand we enjoy what is probably the highest standard of living of any nation in history. The luxuries of princes have become the necessities of the humblest in our society. We have a strength, economic and military, that only a short while ago could not even have been imagined. And yet we suffer from a grave anxiety. Many of us have the fear that we are no longer in control of our own destiny. No matter what we do, there are vast, impersonal forces at work that demean the individual and make it impossible for him to be the master of his fate. War is inevitable. Depression is inevitable. Social friction is inevitable because of the nature of man.

I function mainly on a college campus, and I see a vast restlessness there. Many students find their studies irrelevant. What's the good of devoting yourself to history or to philosophy or to the basic humanities, of preparing yourself for a career, if six months from now you may be in uniform to serve at the other end of the world? A French philosopher

IN DEFENSE OF

Abram Leon Sachar

The times are out of joint? All the more reason for tightening the framework of one's personal philosophy and testing its foundation. Today, as yesterday, the mood of affirmation is mandatory for achievement.

summed it up brilliantly when he said, "The trouble with our young people today is that the future is not what it used to be."

We used to feel that if we poured enough acumen and enough resourcefulness and enough energy into what we did, tomorrow would keep its promises. We can no longer take this for granted. Today the chief task we have to perform—as teachers, as parents, as ministers, as men and women who have something to do with the molding of public opinion—is not so much to train the talents and skills of our young people. Rather it is to provide an affirmative climate for them, give them back their sense of confidence, restore that remarkable buoyancy which we once had as a people.

In Quest of Causes—and Remedies

I wish I had a prescription to offer. I haven't. I can offer only some suggestions that have been useful to others who feel this concern.

First of all, we must regain a proper sense of perspective. Much of this distemper from which we suffer is due to a dwarfed perspective. We don't realize clearly enough how successfully we have overcome difficulties infinitely greater, how extraordinary are our resources for survival.

Only yesterday it was—wasn't it?—that Winston Churchill stood with his back to the wall after Dunkirk, when the shadow of the swastika blacked out the sun. It seemed then as if all the values we prize in Western civilization were about to dissolve. Churchill did not swoon into defeatism. He could

Tomorrow

offer nothing but sweat and blood, toil and tears, but he was ready to make every sacrifice to salvage the blessed privilege of freedom.

The same thing happened when the Japanese enemy struck at Pearl Harbor. Then we prayed only that we might preserve our freedom, and the whole nation experienced a surge of exaltation. There was a unity about our effort. We all shared common aspirations, and we were ready to make every sacrifice in order that we might indeed salvage the survival values of Western life.

Now, ten or twelve years later, there is all this anxiety, all this self-pity because of the inevitability of doom. There is great concern because we have to gird ourselves in strength against a new enemy, because taxes are high, because we have to provide the underpinning for the weak and tottering states in other parts of the world not nearly as fortunate as we are. We speak and write and act as if there were no hope of normal creative living in our time, as if disaster were inevitable. How short our memory is!

I would add a second point. I don't believe that the presence of problems is necessarily a sign of decadence. As a matter of fact, the multiplication of problems comes when there is growing maturity. When you don't amount to a row of beans, when you are completely insignificant and no one pays any attention to you, you have no problems.

Nobody paid any attention to the United States of America before the Spanish-American War. We were a footnote in world history. We weren't a stream in civilization; we weren't even an eddy. Then came the transformations of the last half century, and suddenly we burgeoned into the world's greatest power.

We are proud that we play such an immense role in the destiny of nations. But there is a price to be paid. We have to worry about an election that is to take place in France, about an election in Japan, about economic changes in Britain. There are so many anxieties, so many complications! It is natural for millions of Americans to look back nostalgically to the days when we didn't have to be concerned about municipal elections here or national elections

there, when we could turn exclusively to our own concerns. But release from such anxieties is no longer possible. We cannot escape the problems of maturity, so long as America carries such a large part of responsibility for the democratic heritage.

Some people, when their responsibilities develop, *grow*. Some people only *swell*. The same is true of nations. Some nations simply swell with chauvinistic pride, and others grow because they regard the multiplication of problems as the challenge of maturity.

We had better reconcile ourselves to this way of life, linked with problems, because nobody who is alive today will ever live normally again—that is, normally in the sense that tomorrow will be handed to us on a silver platter. In the fever chart of American life the thermometer will never again read 98.6. Let us pray that the fever never goes up to 104, as it has done several times in our lifetime, because then death can be very close. But I suppose it will be about 99, perhaps 99.5—a little fever in the body politic to keep us from getting too arrogant and too complacent; just enough to caution us against cocksureness; just enough to alert us, to give us the vigilance to prize the sanctions of American life that too many of us are prone to take for granted.

Is Serenity the Supreme Good?

Now for a third point: I am wondering whether the overweening passion for peace of mind is really a worthy ideal for a great democracy. Some years ago a volume titled *Peace of Mind* was written by one of my very dear friends, Joshua Loth Liebman. Many people who bought it never read it. They were intrigued with the title. They thought it would give them a quick prescription. For who does not crave peace of mind? We are flooded with prescriptions on how to escape from anxiety, and the recent best-seller lists burst with guides to the Shangri-La of ease and serenity. The national slogan seems to be *relax*. We have virtually a national movement to evade any personal responsibilities that may affect the blood pressure or agitate the colon. In truth, Dr. Liebman never meant to prescribe escape from responsibility, flight from obligation. He counseled a mature facing of problems in a climate of understanding.

We must not encourage our young people to identify peace of mind with escape from responsibility. That would be a disastrous philosophy for a democracy because democracy is the most dangerous form of government. It is much easier to live in a totalitarian state where you hand over your individuality and the divine uniqueness of your personality to someone who thinks for you, acts for you, aspires for you. It is a lot harder to be part of a democratic society, where decisions are the painful result of persuasion and soul searching and where security is purchased by sacrifice. The goal in a democratic

society should be fulfillment, not serenity; it should be adequacy, not ease.

The greatest dispatch I ever read came out of the Russo-Finnish War when Leland Stowe, a gifted American correspondent, reported an interview with a desperately wounded Finn in a hospital in Helsinki.

"Mr. Stowe," said the soldier, "do you know what worried us most as we lay wounded in the subzero weather of the Arctic? Not the parachute troops that came down for the first time on a large scale. We developed a defense against them. Not the seventy-ton tanks that were being used experimentally for the first time by the Communists. We were able to devise stratagems against them as well. What concerned us most, as we lay there, was that we might succumb to the temptation of falling asleep. If we stopped fighting sleep in order to end pain, if we yielded to the blessed oblivion that comes with the absence of pain, we knew death was near."

If the day comes when the American people cry out that they are tired of problems, tired of being responsible for the well-being of others; when they crave the blessed oblivion of indifference; when the channels of sensitivity are blocked and there is no longer a response to the pain of others—then death is near, and we are not worthy of our heritage.

Are We Men or Chessmen?

One final word. Modern science and scholarship, which have brought vast blessings, have often inadvertently contributed to the modern distemper by devaluing man. There are some extremists who would rob him of his dignity and significance and leave him no room for his partnership with God, no room for his ability to expand and control his destiny. In this is an iron rigidity, the same rigidity that you find in the works of Oswald Spengler.

He advanced the "cyclic theory" of history. Every civilization buds and flowers and matures and withers and dies, and this cycle is inevitable. Man, said Spengler, ought to have the courage to face this doom. He ought to follow the example of the soldier at Pompeii in the last days when Vesuvius erupted and the lava came boiling and bubbling toward him. He knew there was no way out, but he didn't wring his hands and whimper "Why should this happen to me? I am so young and so vital!" He knew that nature draws no distinction between the young and old, the useful and useless, the worthy and unworthy. So he stood at attention and faced his fate like a man. When archaeologists dug him up a few decades ago he was still standing at attention, a symbol of man's magnificent courage in the face of his great despair.

That's what you come to ultimately if you believe in this kind of an iron law. Man is not "but little lower than the angels." He is not a potential force for great creative achievements. He is a reaction to

chemical stimuli, floating dust in a meaningless, purposeless universe. Yet I say that man was meant to be but little lower than the angels. He was meant to be a strong spiritual force, to have a creative role.

Only through restoration of faith in the dignity of man, in his being a *purposive* part of the universe, can there be any ultimate meaning to service and social devotion and sacrifice. This kind of faith is the cotter pin that holds society together and gives it survival importance.

No Faith, No Achievement

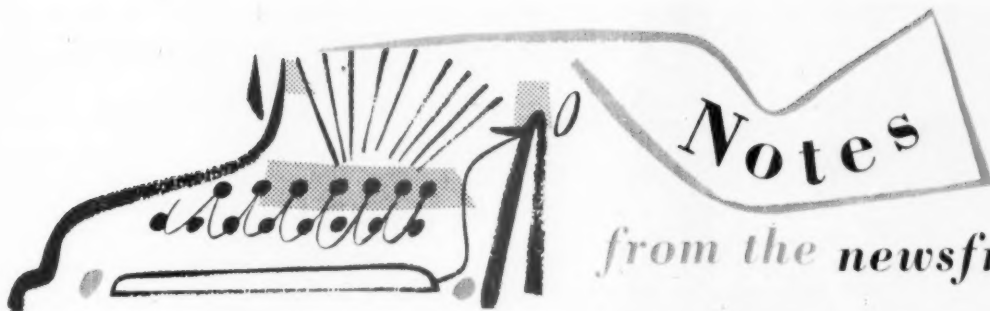
A great poet has called our generation "children of the dusk." We have one foot in a world that is dissolving and the other foot in a world that is a-borning. The world that is dissolving hasn't quite gone, and the world that is a-borning hasn't quite arrived. The twilight zone is a difficult one for the children of the dusk. In such periods—and they have come many times in the past—there is great travail because few can be sure of their sanctions. What is right and what is wrong? The wisest men are confused. But in such a time it is fatal to despair.

This is a time to develop a sense of perspective which sees that disappointment has its place but that it must never become synonymous with disillusionment. This is a time to remember that the presence of problems is not proof of decadence. Problems may indeed become a springboard from which we leap to meet new challenges that enrich our lives.

This is a time to remember that peace of mind, normally a wholesome quest, can become a dangerous fetish. In a democracy it is craven to glorify the escape from obligation as a worthy national aspiration. This is a time to remember that the dignity of man is bound up with his purposiveness, his significance, that he is not a cockleshell, subject always to caprice and whim, but that with his stamina, will, and divine faith he can fashion his destiny.

One of our national poets, Walt Whitman, berated an earlier generation when it suffered from a failure of nerve. He called the whimperers and whiners men with "hearts of rags and souls of chalk." We must escape this denunciation. We are building vast defenses to protect ourselves against new and terrifying enemies. Billions are poured out for ships and guns and planes and atomic weapons. *Without* faith that our lives have ultimate meaning, all this physical strength lacks heart and will. *With* such faith we build a defense in depth—and that defense is impregnable.

Abram Leon Sachar, first president of Brandeis University, Waltham, Massachusetts, is an eminent scholar-historian. This article is taken from an address given by Dr. Sachar at the 1953 convention of the National Congress of Parents and Teachers.



Million-Penny Library.—Three years ago this month the children of Fitchburg, Massachusetts, saw a dream come true when a library of their own opened its doors. It was really their own, too, for they themselves had saved the million pennies needed to launch the library—pennies earned at odd jobs like putting up screens, washing cars, bathing dogs, selling papers, and baby sitting; pennies saved by giving up pleasures like movies, malteds, and bubble gum. To the mound of pennies the city added gifts of land and dollars. Finally in March 1949 more than seven thousand children turned out, shovels in hand, to break the ground. A modern structure, the Youth Library has an auditorium with a radio, a TV set, and a movie projector. And today in the two reading rooms, youngsters find fifteen thousand volumes awaiting them.

Royal Recognition.—Many a titled name had to be passed over when choice seats to the coronation of Queen Elizabeth II were distributed. But limited as the guest list had to be, somewhere inside Westminster Abbey last June sat two guests, Dr. and Mrs. W. P. Percival, who were there as the invited representatives of the Canadian Home and School and Parent-Teacher Federation!

Young Solons.—Texas citizens gave youth a big vote of confidence at the last election. When the returns were counted eleven college students had won seats in the state legislature, which meets in Austin, the capital city and the home of the state university. All the students are under thirty, and one is only twenty-one. Ten of the young legislators are studying law at the University of Texas, and one is serving his third term in office.

New Directors.—Luther Evans, formerly chief librarian of Congress, has been elected to head UNESCO, replacing Jaime Torres Bodet, who resigned several months ago. And the World Health Organization (WHO) also has a new director general, M. G. Candau, M.D., of Brazil. Before he assumed his new office on July 21 Dr. Candau was deputy director of the Pan American Sanitary Bureau, which is WHO's Regional Office for the Americas. Dr. Candau succeeds Brock Chisholm, M.D., of Canada.

Road Show.—Even museums are feeling the squeeze of the space shortage, among them the Natural History Museum in Cincinnati, Ohio. Finding themselves with far more material than could be displayed in showcases, the officials of this museum had an inspiration. Why not send the surplus traveling? The excess stock was divided into exhibit sets, and these are now being shown in public schools. The museum has enough surplus to supply each school in the area with a monthly display for five years.

News from Yesterday.—How would you like to pick up a paper and read the spot news of the past reported with all the punch and verve of the newspapers you buy at the

corner stand? This summer there came off the press a history of the world that is not a book but fifty-two issues of a four-page newspaper, *News of the World*. The first copy bears the date 3000 B.C., and the last issue cuts off sometime in 1951. The series makes use of familiar features of today's papers—headlines, editorials, cartoons, book reviews, and dramatic criticism. Some reports have a very modern ring, like the one on slum clearance in Rome, dated 13 A.D. These lively columns were edited by Sylvan Hoffman and published by Prentice-Hall.

Clause Heard 'Round the World.—Letters from near and far have been pouring into the mailbox of the Chicago manufacturer who recently signed a contract offering his employees a year's paid vacation after ten years of service. Along with letters from Israel and The Netherlands the postman recently safely delivered a message addressed to "Ten Years Working—One Year Holiday, Chicago."

Assam Spruces Up.—It's Saturday in the state of Assam in northeast India, the day when two hundred and fifty thousand high school students and their eight thousand teachers roll up their sleeves and stride off to work in near-by villages. There these school teams, toiling side by side with villagers, remove refuse, dig ponds, build homes, and plunge into other tasks to improve village health. High schools of the state, solidly behind the campaign, require all students to join in these clean-up operations.

Masculine Strongholds.—Anyone who still says this is a man's world will have to travel far to prove it. The only countries left where women are not increasing faster than men are the Philippines, Australia, New Zealand, the Union of South Africa, India, and Pakistan.

The Newest in Nylon.—American businessmen and scientists go quietly along smoothing the course of our daily lives. Take, for instance, the latest products made of that long-wearing, quick-drying miracle fabric, nylon. There are nylon bedsheets for Mom, nylon tires for Dad, and those sets of three nylon stockings for Big Sister—not to mention a new, nontransparent nylon fabric just right for Brother's sport shirts.

Two for the Price of One.—Sometime soon you may pick up a book that seems to go haywire in the middle. But stop. Don't write that letter to the publisher. You may have in your hands one of the new double books—two works between one set of covers. Start reading from either end. You'll find your tale ends in the middle of the volume. Then turn the book upside down and read from back to front. One firm, which is scrupulously playing up both ends, even in the titles it links together, has offered as double fare: Mary Roberts Rinehart's *Isn't That Just Like a Man?* and Irvin S. Cobb's *Oh, Well, You Know How Women Are!*



© Ewing Galloway

This is the first article in the 1953-54 study program on the age of adolescence.

Is This a Time of Conflict?

J. Roswell Gallagher, M.D.

The teen-ager does battle on several fronts. First he's at war with himself, as the child-that-was struggles with the adult-that's-trying-to-be. This is the inner battle of Johnny vs. John. And there are also the battles that erupt when John clashes with adults—with Mother, Father, and teacher. Yet the strife of these conflicts can be softened by an understanding of the problems that growing-up brings both to the growing and to the grown.

"I just don't understand what's got into Jean!" wails her mother. "She isn't the nice little girl she used to be." Of course she isn't. She isn't a little girl any more and she isn't a grown woman yet. So now she doesn't think the thoughts little girls think, and she doesn't do the things little girls do. She has new attitudes, new interests and needs, and new ways of feeling toward her father and mother and the boy down the street. And she hasn't got quite used to all these thoughts and feelings. When she does arrange them and sort them out, then she'll be an adult. We can expect no more of her than progress in that direction.

Everyone knows that adolescence is full of conflicts. But what everyone doesn't know is that it need not be a grim, inexplicable, much-to-be-dreaded

period. Adolescence is a time of life that has its own characteristics, just as do early childhood and old age. It has boundless energy, hope, great capacity for change, and idealism as its assets; confusion and awkwardness as its liabilities.

If we approach this period neither fearfully nor hopelessly and if we look upon our adolescent as a person, not a problem, he will seem very human and very appealing. His behavior will be less baffling and more understandable if we remember that all these young people are in the process of rapid change—are trying to, and are beginning to, grow up. Most of their problems and conflicts come about because they are no longer little children and not yet adults. One minute they want to grow up, and the next minute they fear to. One day they show surprising

wisdom, and the next they behave in a discouragingly childish fashion.

Adolescence may be a time of conflict, but its problems are the sort we wouldn't wish our young people to avoid. Do we want them to keep on thinking and feeling as they did when they were little children? We hope the problems won't be overpowering, but we do want our boys and girls to face them and work them through. When we see them daydreaming or edgy or rebellious, we may regret that they can't grow up more efficiently or gracefully, but we ought to be thankful that they are showing signs of escaping from the dull bliss of childhood.

The adolescent who is striving to grow up can be difficult to live with, particularly if we've had a hard day at the office or if one of our in-laws has been more catty than usual. Yet the adolescent who should really upset us is not the one who is making these painful efforts but the one who is no trouble at all, who shows no signs of striving to become an adult or to become independent.

Some Dash Ahead—Some Hang Back

Sally's mother hadn't realized that. She couldn't see why it was more important to do something about Sally than about Sally's cousin Edith, who rushed to answer the telephone every time it rang and saw boys' faces where the printer had put only the history textbook's words. But Sally at fifteen still wanted to be a tomboy. She didn't want to dress up, thought parties were silly. She certainly was easier to live with than Edith. Her parents could get to use the telephone, and they didn't have to sit up waiting for her to come in at night. Nor did they have to argue with her about late hours or try to curb her flamboyant efforts to catch a boy's eye. Girls like Edith can be annoying, but their groping attempts to grow up are far better than Sally's fear of doing so. The worries that kept her a child needed far more attention than did Edith's garish behavior.

It's not only the young people who need to change their attitudes during those years; adults have to change their thinking too. The inevitable normal conflicts of adolescence become serious when a mother, not realizing that her boy wants to become a man, fails to release her grasp and let him try.

"Gee, Doc," such a youngster confided to me, "It seems like a thousand times a day she says 'Are you sure you're all right?' 'Where are you going?' 'Is she a nice girl? Why don't you bring her home?' 'I wish you wouldn't play football! Well, then, be very careful.' 'Now get in early. You need your sleep.' Mom just doesn't trust me. She means all right. That's the worst part of it. So today I slammed the door when I went out and swore I'd never go back!"

Of course we all want our children to grow up, but we don't like the thought of losing them. Fearful, unhappy, alone ourselves, we may dread that with freedom they'll make the mistakes we made. Or perhaps because we have failed to reach our own goals, we protect our youngsters and advise them so that they will reach them for us. Such are the unfulfilled hopes and unhappinesses that we have to look for in ourselves, lest our children become prey not to their own but to *our* unsolved problems.

It isn't easy to let them go. It isn't easy to change from the loving care and protection they needed in their early years and begin letting them grow strong by doing for themselves. Yet those are the changes in attitude that parents must make.

Remember, most of the conflicts of adolescence are perfectly normal. They are a part of emotional growth from the dependence of early life to the independence of adulthood. These conflicts are often confusing to the adolescent himself, and he will be even more confused if they are met with much resistance and little understanding. Probably he will find them both challenging and frightening, yet he must work them out if he is to become mature.

Other matters can also be upsetting. Some teenagers who grow more slowly than others face a woe-filled gap between what they are and what they would like to be. The extent, the rate, or the time of their growing tall or maturing sexually is often different from that of their friends. Unhappy about this difference, they wonder if they are normal. It is important to keep in mind that because size and maturity mean a lot to these young people they usually confuse not being *average* with being *abnormal*. The least we can do is to recognize this, reassure them, and then get them to accept themselves as they are.

Seeds of Strife

School too develops conflicts. There is the conflict growing out of the difference between a boy's ability and interests and what his parents would like him to accomplish; the conflict that arises when a young person's limitations no longer allow him to compete successfully with his friends; the conflict when lack of funds or unusual responsibilities block a boy's or a girl's desire for further education.

School means a great deal to these young people. Whether they are for it or "agin' it," whether or not their ideas and plans are in tune with those of their parents and their teachers, school can be a source of anxiety. It can cause trouble in the early years as well, but during adolescence the problems are more severe. It is then that the important questions of college or not, job or school, what career, and what kind of college all come up.

And here too these young people need more of our understanding, less of our advice, our prodding, our admonitions. Their problems aren't going to be solved by impatient questioning: "Why can't you do your work?" "Why are you so lazy?" "Why don't you appreciate all we've done for you?" "Why can't you be like your cousin Bill?" Try to understand your youngster's capabilities, interests, and needs. Just the attempt, even if it isn't successful, is infinitely better than saying "I'll never understand you, but I wish I'd had your opportunities when I was your age!"

Your abilities, interests, and needs, then or now, may be very different from *his* or *hers*. Given the chance, you might have been a fine lawyer, but your son (or daughter) may well be better fitted for ballet, aviation, or selling. Resisting your ideas and unsure of his own, he will grope for a solution. He may rush into a situation for no other reason than that it's better than the one he feels you are forcing on him.

I am thinking, for example, of Ted. He was doing miserably in school. In earlier years his schoolwork had always been good. Now he was failing the two science courses his father had insisted on his taking. Nor was he doing well in English, which had always been his best subject. In this last year of high school he was being accused of laziness, ingratitude, day-dreaming, and poor powers of concentration.

Nothing could have been further from the truth. It was his ambition, not his laziness, that was at the root of Ted's trouble. What bothered him was the conflict between following his own bent and realizing that this was contrary to his father's wishes. True, his mind was admittedly not on his studies, but he was doing far more than aimless woolgathering. He was thinking very hard, concentrating very deeply—on his problems, however, not his schoolwork.

"They've done everything for me, but they can't seem to see that I don't want to be a chemical engineer. I don't care if it's a very promising field. I know there's no money in the ministry, but it's what I want to do. I guess it's because I've always admired our minister so much. He's a wonderful person. Maybe my father's a little jealous of him, or maybe it's because Dad had to struggle so hard himself that money means a great deal to him. Anyway he won't even listen to me."

Girls as well as boys get upset by the conflicts that grow out of school and career problems. Judy was doing all right in school. It was attacks of squeezing pain in her chest that brought her to the doctor. After a careful examination, which convinced him that there was nothing wrong with Judy's heart, he began to talk to her about her friends, her activities, and school. No more than a casual "What are you going to do next year?" opened the floodgates. Out came the explanation of the squeezing pain.

"That's just the problem. I think and think, but I

don't know what to do. I've always wanted to be a lawyer like Daddy. I suppose you think that's sort of silly for a girl, but I just won't be happy unless I at least try. My mother won't listen. Ever since Daddy died, she has held on to me. It's as though she had me in a vise, and I can't get away. She won't think of my going off to college. She wants me to stay home and study music. I know she's lonesome, and I owe her a lot. I just don't know what to do."

To sum up: Becoming independent, growing too fast or too slowly, failing in school, or having hopes or abilities that are at odds with those of friends or parents—these produce problems and conflicts in the adolescent's mind. And they often cause friction with parents, teachers, or others in authority. So also do such matters as death, sex, tension in the home, religion, or failure to achieve a reasonable degree of social success. All too frequently what young people see in the world, what they feel, and what they've been taught just don't fit together or make sense.

Persons, Not Problems

What can adults—and adolescents themselves—do? First, last, and always they can try to understand each other as people. Just as the doctor who is trying to help the adolescent looks at him or her as a person, so should the parent and teacher. So should the adolescent look at his parents and teachers. Despite their size and age and experience and what at times seems to be their remoteness, they are, after all, people.

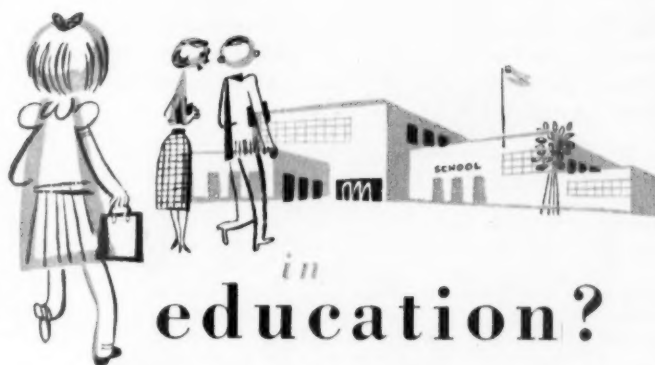
Adolescents aren't strange and utterly unpredictable; they are young people trying to grow up. They have hopes, aspirations and ideas and abilities of their own that they are trying to work out. We need to remember the sort of things that bother them. We need to remember that while striving to grow up, they may mature emotionally in as awkward a fashion as they do physically. We need to remember that they are trying to develop their own personalities.

Adults can subtly guide and listen. They can provide a good example of tolerance and of the sort of belief in the rights of the individual that we all wish would be shown by nations. Whenever we try to do those things, whenever we even attempt to understand our boy or girl, we will have gone a long way toward fulfilling our own fundamental purpose—to help them to become happy and effective adults.

J. Roswell Gallagher, M.D., chief of the adolescent unit in the Boston Children's Medical Center, is also assistant clinical professor of pediatrics in the Harvard University Medical School. He is author of the excellent book Understanding Your Son's Adolescence and of many magazine articles.



What's
happening



in
education?

● *My son comes home and says, "Mom, I've got to have five dollars for a school activities ticket." Next week it is money for gym shoes. The week after that there is three dollars for the class trip to the state capital. Whew! Does the school think we are made of money?*—MRS. A. D. F.

You are glad to have your son take part in all these activities, are you not? You know, do you not, that your community spends anywhere from two hundred and fifty to five hundred dollars a year on the education of your child? Do you think the community should provide *everything* free? Or do you think it is perhaps only fair that you and your husband—and your son—should chip in and pay something toward the well-rounded experiences that make for the total education of our young people?

Educators writing theses for doctor's degrees have been looking into this question of extra fees for students. They have found quite a few. In shocked tones some say, "Is the free public school in the United States no longer free?" In reply we might say, "Was it ever completely free? Were parents ever excused from buying pencils and a pad of ruled paper for Johnny? Should the school provide evening dress for the junior prom?" Hardly. Education is a cooperative school-home enterprise, and parents and the school board also share the costs.

Not many of these crocodile-tear studies look into the question of student earnings. They tend to view Johnny as a pitiful pauper without a penny except what he can wangle out of Dad and Mom. But I've looked into the fine print of some of these studies. Johnny and Jane very often are among the newly rich. I know more than one father who ordered his son to leave his summer job early in August so that the boy could still be classed as a dependent at income tax time. At our supermarket there is a bright-faced lad who totes home groceries for burdened housewives. Why shouldn't he be bright faced? "He makes more than I do," says the store checker.

One high school in New Jersey found that only four of its 184 juniors and seniors were not working part time. (Those four probably didn't need the

money.) If ever there was a time in this country when jobs looked for young people it is now. And young people seize these opportunities. Their pockets jingle with money. So next time your son asks for that five-dollar activity fee, suggest that he take it from his piggy bank or earn it.

I once worked for a famous organization that supplies a periodical service to schools. This well-off institution could well afford to supply the service free of charge. But the director said, "No, we will make a nominal charge. That way those who get the service will appreciate it."

Doesn't that also apply to our children? If they help to pay for some of the things that make up their schooling, won't they appreciate them more?

I know there are hardship cases, but wise school administrators have ways of taking care of them. The Lions or Kiwanis Club quietly pays the fee for the girl who can't raise the money necessary for the senior class trip to Washington. Occasionally the P.T.A. steps in to pay for the activity fund or dance tickets of youngsters who might otherwise be left out. It's done with so little fuss that classmates or parents never know how it ever happened. American communities do take care of their own. But I don't think we want to charge off all school costs to the community. I hope we never will.

● *We're short of teachers in our town, so the superintendent asked me if I wouldn't come back, now that I don't need to stay home with my two children. It's been a long time since I took charge of a classroom. I feel rusty and, frankly, a bit scared. Any suggestions?*—MRS. M. B.

If you have brought up two children you have already taken the postgraduate course. Seriously, though, you may wish to get your hands on a booklet that one experienced educator described to me as "the best practical advice on teaching I have ever seen in print." I'm inclined to agree. It is a soft-cover booklet, not a tome, entitled *Some Principles of Teaching* (Prentice-Hall). The author is Harold Spears, former assistant superintendent of schools in

San Francisco, and more recently professor of education at New York University. He knows whereof he speaks, and he does so with pleasing brevity and wit. Here's a sample:

Principle 31. *Classroom procedure should not resemble a contest in which the teacher is pitted against the student.*

From time to time there have crept into the classroom certain teaching procedures that would leave the impression that, somewhere along the line, we were encouraged to look at the classroom as a contest between teacher and student—a contest justifying a bit of deception on either side, if the party could get by with it. A few traces of this conception of schooling are these:

1. Teachers' questions are used regularly for the purpose of catching students who have not done their homework. The daily recitation of numerous short questions is used to catch idlers as much as it is used to develop concepts from facts.

2. A student notes carefully the order in which the teacher goes up and down the classroom rows with her questions in order to gird himself ahead of time for the specific points that may be asked when she gets to him. . . .

5. In following the assign-study-recite classroom procedure, the teacher often keeps grade book in hand, rating each effort or lack of effort in contest style.

Both you and the students will be unhappy in this contest, says Dr. Spears, concluding:

The classroom is not an arena for jousting between teacher and pupil. It is headquarters for a cooperative program of work emphasizing meaningful activities of pupils, the teacher being there to encourage and lead pupils in such activities.

Teachers are not there to catch students. Students are not there to deceive teachers. Instructional methods that encourage the pupil-teacher contest are questionable.

No matter how long you have been teaching, you can learn something from Dr. Spears' good counsel, which he spices with cartoon illustrations. Parents can also turn to the book with profit.

● *During this coming year the parent-teacher associations in our city want to do something really important. We have done a lot of small things, local things. Now we want a clearer understanding of our schools as a whole and how they compare with those in other places. We want to get some sense of direction, so that we'll know where and how we should move to improve our schools. Is this too big a job to tackle?—MRS. M. C.*

By yourselves, yes. You will need the cooperation of your school administrators and board and some expert help from your university or your state department of education. And for a guide use the "Better Schools" section of your Action Program.

As a starter, look into the remarkable opinion survey recently completed for the Los Angeles City Schools by Science Research Associates—a type of

survey widely used in industry. Nearly 14,000 teachers and administrators (86 per cent) took time last March to give their views on school conditions.

What Science Research Associates found out is pretty interesting. For example: Ninety-five per cent of those Los Angeles teachers and administrators feel that their work is really worth while, and 63 per cent think the system is doing an excellent job. But 94 per cent said that "board members should rely more on the professional staff" of the school system; 89 per cent believe that "local pressure groups are over-influential on the board." Only 25 per cent think that "available pupil counseling facilities are adequate," and only 30 per cent declare that "classroom teachers get enough help on remedial problems."

This survey covered the opinion waterfront from curriculum to salaries to welfare provisions and administrative relationships. It certainly gave Los Angeles something to think about—and in some ways, to crow about—for a long time.

Take a question that comes up in nearly every P.T.A.: Should the schools stick to the three R's and "eliminate the frills," or should they broaden their program to develop in youngsters "the skills and abilities they will need to become effective, happy, mature adults"? Los Angeles found that its teachers believe a good basic education should go beyond the three R's. They want more provisions for children of varying abilities. Let the report speak on this point:

Many teachers are concerned by the large number and the wide variety of emotionally disturbed children. Teachers do not have time to help these students because they require more specialized help than most classroom teachers are able to provide. Several educators pointed out that a little more money spent to help these children while still in school would save the community large sums of money that would otherwise have to be spent later to pay for institutional care or police protection.

Perhaps your city is also one in which the question of handling controversial issues in the classroom has been raised. Los Angeles teachers agree that the community is justifiably concerned "lest the Los Angeles City Schools be used to teach Communistic or socialistic doctrines." But, as one said, "the schools will be remote again from life experience if we allow the teacher to be throttled. Let's give the kids the facts of life the right way in school."

You and your fellow P.T.A. members should also find it useful to get the "facts of life" about your schools.

—WILLIAM D. BOUTWELL

Editor's note. Surely all of you have questions in your minds about school practices and policies or about educational trends in general. Why not send them to Mr. Boutwell, in care of this magazine? Drawing upon his years of varied experience in the field of education and upon an unusually large store of resource material, he'll answer as many as he can each month.

Bonaro W. Overstreet

The Inner Resource

Still dealing with the fundamentals of happy, wholesome living, Mrs. Overstreet opens a new series of articles for parent-teacher readers. Where, she inquires, does one go for insurance against flatness and insecurity and frustration? Are there hearts that come with built-in happiness? Which way lies fulfillment? To the attentive reader the quest gives promise of adventure.



© H. Armstrong Roberts

1. What the Inner Resource Is For

FROM ancient fairy tale to the latest western movie there runs a line of human wish-thinking: Virtue, after however many trials and troubles, gets its reward *through outward circumstance*. The prince, traveling at random through the forest, happens upon the very spot where the sleeping beauty waits. The shabby old man who is kindly treated turns out to be a king in disguise. The girl snatched by a young man from the path of a careening car is the daughter of his boss, who well knows how to show gratitude. The hero gallops up in time to save the heroine from the desperado.

Fate may indeed allow the virtuous to suffer long enough to prove their merit. In the end, however, happiness is provided, shining and whole. Such is the stuff of our daydreaming, whether in the stories we borrow or in those we make up for ourselves.

If we peel off all the layers of decorative ro-

mance, we may find a kernel of truth at the center of these perennial themes. The modern psychologist would be the first to say that the individual who has virtue—in the sense that he is kind rather than cruel, honest rather than dishonest, productive rather than idle or destructive—tends to receive from the people around him a reward of affection and trust.

But this reward is not, in most instances, dramatic and sudden. Neither is it a once-for-all affair, so that, with all his problems behind him, the individual can live happily ever after. It is instead a day-after-day, year-after-year sort of thing. It lies in the quality of daily experience, not in a happening which is so strikingly wonderful that it makes all ordinary daily experience seem flat by contrast. It is, in short, a reward that comes to the human being not because he has performed this or that special act of kindness or daring but because he



© H. Armstrong Roberts

has built into himself a consistent power to live his life in certain ways.

He has built within himself a resource of knowledge, skill, memory, understanding, humor, and confidence that enables him to give creative, good-willed attention to the world around him and the people in it. Because he tends to see what is to be seen and to hear what is to be heard, and to put these together with what he has already stored up in the way of insight, he may indeed seem at times to have a magic touch in dealing with persons and circumstances. It is magic, however, that comes *from the inside, not from the outside*. It comes from the fact that his established habits of thought and attention give him a better-than-average

chance of doing what is called for in the situations in which he finds himself—and of winning, therefore, a positive rather than a negative response.

How the Magic Works

"To him that hath . . . shall be given." This statement, we might say, sums up the fact and function of the inner resource. What a person takes into himself and makes deeply his own becomes his best guarantee that he will never be mentally and emotionally impoverished. He will, instead, continue to take in more and more of what the world has to offer to the spirit of man.

As "deep calleth unto deep," so the capacity for wonderment he has built into himself will call to what is wonderful in the world around him. The capacity for affection he has built into himself will call to that hunger for affection which exists in every person with whom he crosses paths. The knowledge he has built into himself will call to facts that would be meaningless to him except for what he already knows. The creative courage he has built into himself will call to the creative possibilities in his environment.

Such an individual may not, in the fairy-tale sense, live happily ever after, but he will tend to become more and more deeply and securely happy as life goes on; for as long as he lives he will be expanding the areas in which he feels mentally and emotionally at home. He will draw to himself, as the years pass, more and more of what is good, beautiful, and true. Where circumstances beyond his control take over and destroy his plans and hopes, he will, in direct proportion to the strength and richness of his inner resource, be able to see those plans and hopes broken and yet, in Kipling's phrase, "stoop and build them up with worn-out tools."

Where no amount of effort can win for him the outer experiences he wants, he will still have what we might call a last line of defense. Because of what he has stored up in the way of memory and understanding, he will have an unusual power to do without what he cannot possess and not be emotionally destroyed by the lack of it.

Karl Shapiro has written of our need to "listen well," because

*There lives a quiet like a cathedral close
At the soul's center where substance
cannot dwell
And life flowers like music from a bell.*

There lives such a place at the soul's center, if it has been built there. In many lives, however, there seems not to be such a place of inviolate peace and security. Where it is absent, life tends to make a clacking noise, not "music from a bell." It makes the noise of a superficial busy-ness, a nervous doing of

this and that for the sake of not being caught alone with the self. All too often, moreover, it makes the noise of friction and hostility; for the eyes of the deeply unsatisfied see the world as unsatisfying.

The person who has never experienced the "peace that passeth understanding"—which is the peace of the inner resource—can never, we might say, understand anything. As the years pass, such a person tends to become more and more at odds with himself and the world around him, more and more at the mercy of outward circumstance, more and more querulously dependent upon other people and less and less able to elicit affection from them.

Life's Gifts to the Mature

The privileges and responsibilities of growing up are those of building the inner resource. The infant has no such resource, and the growing child has it in only rudimentary form. His knowledge and skill are as yet too limited to add up to any kind of truth that sets him free. He has no dependable sense of proportion, so that even minor disappointments and humiliations seem ultimate and devastating. He does not yet have memories rich enough to make him good company for himself if he is deprived of outward things to do. He has not yet assimilated enough private evidence about human need and human behavior to make him feel warmly at home with others.

If he is happy in his home life he may indeed reach out toward people with a spontaneous friendliness and respond without fear to their friendly approaches, but he does not yet know how to reach below surface differences and feel what he has in common with all human beings, even those who are his "enemies." He may be learning his schoolbook lessons in history and literature, but he does not yet know enough about the human tradition to draw upon it in his own time of need.

He may like some people and dislike others, but he is not yet able, in any profound sense, to say "I know in whom I have believed." He may be learning the basic rules of living in human society, but he is not yet self-disciplined in the great sense of the word. He is able to do the chores his parents set for him, but he is not able to hear, as Isaiah heard long ago, the voice of life itself asking, "Whom shall I send, and who will go for us?" Nor is he able to answer, "Here am I. Send me."

As we grow up, in brief—if we grow up in mind

and heart as well as in body—we gradually build within ourselves a resource of independence and of responsibility.

Much of the tragedy we see around us in the adult world comes from the fact that people have taken on years and size without becoming creatively free or responsibly involved in life. Like children, they are constantly dependent upon the world around them for entertainment, approval, and direction, but because their childishness is not legitimate, it keeps them at odds with themselves and others. They are, so to speak, full grown but unfilled—and therefore unfulfilled.

The Highroad to Happiness

Many centuries ago, Epictetus, the Stoic philosopher, pointed out that to be wise a human being has to be wise about two kinds of circumstances, those he can change and those he cannot change. Foolishness and frustration come (to turn the matter around) from our not doing what we could do to improve our own and the human lot and, on the other hand, from our being unable to accept emotionally what we cannot change or improve.

To take a prosy example, an individual who constantly complains that he never had a chance to get an education, that he didn't have any rich father to send him to college, but who makes no effort in his adult years to study and learn what he wants to know is profoundly unwise; for *he is leaving undone what he could do*. On the other hand, a person who never returns to normal living after the death of a loved one is unwise because *he is refusing to come to terms with that which he cannot change*.

In dramatic and undramatic ways each of us is constantly challenged to do what he can to make life better and to maintain his integrity of spirit in the face of unfavorable circumstance. The inner resource is that which enables us to do both these things. It is a coin with two sides. With it we buy the power to do and to "make do"—to do and to do without. It is, in short, a kind of spiritual coin that we have to mint for ourselves. And when we have minted it, we can use it to buy the kinds of happiness that are possible—and suitable—to us.

In the articles that follow we shall be exploring both what goes into the making of the inner resource and what it enables us to do for our own fulfillment and that of the people around us.

The very young musician fingered the glossy gold medal that had just been handed to him. His face glowed—but not because he had won the coveted first prize for violinists awarded by the Vienna Conservatory. Earlier that same day he had been elected chief of a gang of boys who roved through the park. That honor from his classmates, not the golden award for artistry on the violin, thrilled the ten-year-old lad whose playing later captivated millions. The newly elected chief of the youthful gang was Fritz Kreisler.

HOW SHALL *Values* BE TAUGHT?

Laying a good foundation of moral and spiritual values for all our young citizens has long been the topic of countless writings and discussions. Many suggestions have been brought forward, many needs outlined. Yet much still remains both to be understood and to be done. In this article a distinguished educator shares his views on how the highest values can be fostered in home, school and community.

ONE of the many questions with which both teachers and parents are concerned is that of values or standards of conduct. We have always thought of values as eternal. Why is it, then, that we are examining them anew? Not because the homes or the schools of America have slipped. Rather because of broad changes in our national and international life; rather because we are concerned and anxious for the future of American institutions. In this critical hour we know that no social system, no statutes, no mechanism of government can possibly take the place of individual integrity.

The Background

Why does the question of values arise at this particular time? For one thing, we have lived with war for many years, and war has never offered a favorable climate for cultivating some of the values we prize. Indeed during war years those values that are bound up with compassion and brotherhood are suspended: Under the stress of conflict the restraining influences of family ties and community approval are weakened,

and ruthlessness, deception, force, and hatred come into their own.

Another reason for our concern arises from our increased leisure. Only a few decades ago the typical employee in America worked from sunup to sundown. Within half a century the amount of leisure time handed to the American citizen has doubled, and the desire to see this leisure used in constructive, creative ways is leading us to examine once again our instruction in values.

The third reason stems from the changing pattern of family life and family ties. Most families nowadays spend less time together. They have fewer cooperative tasks, more outside interests and activities. Also, in most homes harsh and arbitrary discipline is on the way out or has already gone.

Still another reason lies in juvenile delinquency. I certainly don't intend to tell you how much worse young people are today than when you and I were young. I don't believe they are. But whatever the facts, any thoughtful observer knows that there is too much juvenile delinquency.



© San Diego City Schools Photo

William G. Carr

I think, too, that we are concerned because our schools and homes are being savagely criticized. There are critics who claim that the schools are indifferent to morality and character—a claim that I believe is false. Some of these critics want public schools to teach morality by teaching a religious creed, but their proposals ignore the constitutional guarantee of freedom of conscience and the duty of the public schools to defend the Constitution. These attacks are further reason for concern about values.

The Common Ground

Now let us ask ourselves whether there are any points upon which reasonable people will agree. First of all, most of us agree that there are accepted standards of conduct. There is little difference in point of view among us as to what kind of conduct is good and what kind is bad.

In the second place, it is generally agreed that these approved standards, these moral values, must be communicated to each rising generation. Every parent does that. Every school, public and private, does it and must do it.

Third, we realize that the communication of moral values must permeate the whole school system. It is not wise to teach the ideals of right conduct as a separate series of lessons or during certain class hours. For children learn not only by exhortation and precept, if they learn that way at all, but certainly from their own experience.

Fourth, we agree that the schools may not at any time or in any manner impose sectarian beliefs on children. Our Constitution guarantees religious freedom, and the public schools can advocate no single religious creed. There are those who believe that sectarian teaching must be given in the same school, by the same teachers, and at the same time that other things are taught. Those who hold this belief have the right to maintain their own schools, and the right is extended to them not reluctantly, not grudgingly, but freely and promptly. However, it does not open the door to denominational teaching in schools that are maintained for all children.

Fifth, I believe we agree that the position taken by the public schools toward nonsectarian beliefs does not imply indifference to religion. These schools can and should and do, without promoting any single religious creed, encourage pupils to participate in church activities and cling in a natural way to their religious affiliations.

One final point I think we can all agree on—that the task of transmitting our basic values from one generation to another must be a cooperative one. It is no good for the school to say that this is the home's responsibility. Of course there is some truth in this statement, as there is in the statement that there are no problem children, only problem parents. But if there are problem parents, there are problem teachers, problem chiefs of police, problem law enforcement officers, problem radio station mana-

gers, problem publishers, and problem motion picture producers. Here is a task for the school, the home, the church; for the press, radio, television, and motion pictures; for organizations and community groups; for the Boy Scouts and Girl Scouts and other youth groups; for political parties and the municipal, state, and national governments. The best planned school program will be greatly influenced by the community support it does or doesn't receive.

Agenda

Now what are some things that you parents and teachers can do together through the schools? To begin with, I hope you will use your influence with school boards and with the public to urge that character be given full weight in the selection of teachers and all other school employees—the school custodian, the bus driver, the school clerk, and cafeteria workers. For all these teach conduct and standards.

However, teachers are also citizens and have their rights. Therefore membership in any particular church should never be made a basis for school employment or denial of employment. No community should require as a condition of employment that any teacher perform functions in a church, such as singing in the choir or teaching Sunday school. Many teachers will do these things voluntarily, as other citizens do them, but they should not be compelled to do so.

You can help provide working conditions that will give good teachers a chance. I am trying to speak through you to state legislators, members of Congress, city councils, and law enforcement agencies. If the American public expects to have schools that teach values, it must itself set a good example. The community that complacently permits its children to be herded into crowded buildings, forced into converted hallways and huts, put on shifts, and taught by teachers who are overworked and underpaid doesn't care about the moral and spiritual values of its children. I urge you to see that your city council, your school board, your state legislature do all that is possible to give our teachers a chance.

Get people used to the idea that good schools, to continue being good, must change. A school just like the one you went to quite likely is not a good school. Schools have to change. Although some men will drive only the latest model automobile and although some women insist on modern home equipment, these same men and women are astonished and sometimes disturbed by the slightest change in educational procedure. Yet the schools have improved their practices of teaching reading, arithmetic, moral and spiritual values, and many other things, and teachers need help in getting folks to understand this fact.

Remember when morality was taught by having children copy maxims? Perhaps you spent many

hours writing over and over again, "Honesty is the best policy." We know now that this old way of teaching is not a good way. The best way to teach the fact that honesty is the best policy is through a series of experiences that give children an opportunity to practice honesty with satisfaction.

You can help to build a community that will not tear down and destroy everything your homes and our schools do. The best school and the best home in the world can't establish high moral and spiritual values in a community that permits its youth to be surrounded by undesirable influences. The P.T.A.'s have done some of their finest work here. You have struck out against unwholesome reading material; shoddy, trashy entertainment; improperly supervised recreation; and unwholesome youth groups. On the positive side you have established parks, playgrounds, and youth centers for wholesome recreation.

Invitation

I do not know of anything that can buoy the morale, arouse the enthusiasm, and enlist the cooperation of teachers more than to have a representative of your local parent-teacher association go to the local N.E.A. association and say, "We would like to get together with you to make our town a fit place for our boys and girls to grow up in." I can pledge to you that the five thousand state and local affiliated education associations of the N.E.A. will continue to go all out with you.

Finally, whatever we do about teaching values, let's not forget that what really counts is the individual child. Let the P.T.A. continue to promote an effective personal relationship between each parent and the teacher of his child. One slogan we are using this year during American Education Week is "Never let a stranger teach your child." Opportunities for personal cooperation between parents and teachers are varied and numerous. The National Congress of Parents and Teachers is responsible for creating such opportunities.

I have tried to review some of the reasons why we are concerned about moral values and why they are so very important today. I have suggested some things we can do together in the years ahead to give our children a better grasp of the values that build character. It's not going to be easy. There will be opposition and misunderstanding and occasionally friction. The task calls for vision and skill and persistence. And fortunately these are qualities that P.T.A. leaders have in abundance.

William G. Carr, formerly secretary of the Educational Policies Commission, is executive secretary of the National Education Association. This article is based on an address given by this distinguished educator last May at the annual convention of the National Congress of Parents and Teachers.



TWO LIVES. By *Lucy Sprague Mitchell*. New York: Simon and Schuster, 1953. \$5.00.

This is a story of shared lives, shared work, and shared ideals. Both Lucy and Wesley Mitchell believed in a richer life for mankind, and both of them devoted their lives to that ideal. Their method was the study of men and their behavior. Wesley's research lay in economics, Lucy's in education. Known as the "dean of economists," Wesley Mitchell was an outstanding authority on the business cycle. And for many years his wife directed studies at the Bureau of Educational Experiments, now known as the Bank Street College of Education.

This is the warm, human story not only of their professional lives, but also of their childhood, their education, their courtship, their marriage, and their maturing. There is a distinguishing spaciousness in these two lives—the spaciousness of wide-ranging thought; the spaciousness of time, for their lives bridge seven decades; and the spaciousness of movement, for during their careers they spanned the continent. Provincialism never had a chance with the Mitchells, for they were students all their days. "One can no more catch up with all there is to know about human beings and how to develop their potentialities than one can catch up with the horizon," writes Lucy.

Open this book to any page and you will find ample rewards. The author's chapters on education will absorb readers who live and work with children. No less vital are her husband's concepts in economics and its far-reaching influence on the lives of men and nations. Parents in professions will probably hunt for cues on how the Mitchells managed to succeed so eminently at home and in their careers.

BRIGHT CHILDREN. By *Norma E. Cutts* and *Nicholas Moseley*. New York: Putnam, 1953. \$3.50.

Bright boys and girls face the problems of growing up that all children face. Besides, they have the difficulties imposed by their unusual gifts. How to discover the bright child early and how to help him make the most of his gifts are the main concerns of these two authors. Their book is addressed chiefly to parents, though teenagers will find it both readable and helpful.

Significantly perhaps, mental hygiene, character development, and discipline are discussed at the outset. Then the authors mention enriching experiences that the home can provide. They explore problems that cluster around the school: marks and homework, special assignments, and points to consider in choosing the right kind of school. Later sections take up the choice of a vocation and the question of college.

This guide by two educators of long experience has a rich fund of practical advice on the conservation of one of our most precious resources: the intelligence of our children.

CHILDREN AND THE CITY. By *Olga Adams*. Chicago: Michael Reese Hospital Planning Staff, 1952. \$1.00 plus 10 cents postage. Discounts for 10 or more copies.

Every year kindergarteners across the country put up miniature cities of packing boxes and cartons. Perhaps you've seen one of these cardboard communities, its leaning structures labeled in large, sometimes shaky letters: STORE, BANK, POST OFFICE. It is unlikely that anyone who reads this book will ever again cast only a passing glance at these metropolises designed and erected by children.

In this little book, Olga Adams, for thirty-one years a kindergarten teacher at the Laboratory School of the University of Chicago, tells of the building projects that five-year-olds launched in her classes. These ventures gave children early lessons in city planning and civic responsibility. As the children put up their cities of cardboard, brown paper, and painted-in brick, they learned what people need for healthy living and how cities can add to the well-being of residents. The lessons were not limited to a study of buildings and streets. Because people are the substance of cities, Olga Adams skillfully wove in opportunities for courtesy and kindness.

This brightly illustrated brochure takes parents behind the scenes to show the why's of kindergarten building. It gives teachers techniques and activities to point up the tie between human well-being and well-planned cities. And it offers all readers a glimpse of the vision the children shared with their teacher—a vision of better homes, safer playgrounds, and cleaner cities.

TALK IT OUT WITH YOUR CHILD. By *Mary M. Thomson*, M.D. New York: McGraw-Hill, 1953. \$3.50.

Talking to children is an art. Practice of this art calls for more than a knowledge of the words children know. The parent who would talk to his child "comfortably and companionably" must also understand the inner world of childhood and the springs of anger, jealousy, and fear.

The author, who is a child psychiatrist, takes her readers into the world of children's feelings and shows in sample dialogues how parent-child conversations can be used to guide children from their early years through adolescence. She has suggestions for allaying fears and jealousy and for answering questions about birth and sex. One chapter is devoted to reassuring the adopted child.

Through quiet talks like those outlined here, parents can bring children's emotions into the open where they can be examined and dealt with. Besides, family talks give children valuable practice in putting into words their perplexities and fantasies and fears.

The author reminds her readers that the rod is outmoded as a method of teaching and guiding children. As the method of the rod is renounced, the thoughtful search for other methods goes on. The approach offered here merits serious study by mothers and fathers.



Gains and Goals in Parent Education

IN any accurate history of family life in this country during the last half century we could not fail to find recorded there one of the most exciting and rewarding of all human endeavors. This is the endeavor of countless fathers and mothers to gain the insight, skill, and knowledge, that will help them give their children the wisest and most understanding guidance. It is the endeavor we recognize instantly when we hear or see the words *parent education*.

The Action Program, for Better Homes, Better Schools, and Better Communities, adopted by the National Congress of Parents and Teachers as a guide for P.T.A.'s during the current administration, throws a strong, searching light on family life and its profound influence on the growing child. The second major point under "Better Homes" sets forth this goal:

Develop the kind of family relationships that build healthy personalities.

No simple task, many parents will agree! But happily for the human race, one of the most powerful motives of every thoughtful parent is to see his children—and all children—sound in mind and in body. And surely we agree that healthy personalities are more than ever important to our country if we are to be equal to the enormous problems that confront us now and will for years to come.

No one quarrels with these convictions. The question—and it is not an easy one—is this: What can we do, what can we learn, to make sure our homes will be places where children can be started on the highroad to emotional strength and security?

Here in the P.T.A. Action Program are broad answers that point toward more specific ones: "Extend the idea that children need ample freedom to grow up as well as to grow older." . . . "Promote study-discussion groups that help parents acquire sound knowledge and insight about how children develop." . . . "Encourage lay leadership training programs to supply competent leaders for parent education groups." . . . "Through the P.T.A. and individual teacher-parent conferences, create understanding between home and school." . . . "Cooperate with established agencies to initiate and strengthen family counseling services."

The P.T.A., which represents millions of American families, has always been keenly aware of the universal desire

of parents to rear healthy, happy children. Through the years the National Congress of Parents and Teachers has striven tirelessly both to awaken people to the need for parent education and to give them the help they seek. Chiefly by means of its official magazine, the *National Parent-Teacher*, the organization has doubled and redoubled its efforts to transmit the vital discoveries of modern psychology—and in such a way as to lead every parent and every teacher into a more sensitive understanding of themselves and of children and youth.

Leaders for Learners

As our changing world has become more complex, the problems of bringing up children have multiplied, and the clamor for more and more effective parent education has grown not only louder but more insistent. It was to meet this insistent clamor that the National Congress of Parents and Teachers five years ago embarked upon a venture known as the Expanded Parent Education Program.

The end of World War II had brought with it an astonishing increase in the nation's birth rate. Never had there been so many babies, and never had there been so many parents eager to learn about building a rich and satisfying home life for themselves and their children. The discoveries of Arnold Gesell and other child development specialists gained wide attention and gave parents a zest to benefit by the results of reliable research and study. P.T.A.'s, with their rapidly growing membership, set about organizing increasing numbers of study-discussion groups.

Yet now there appeared a problem of major dimensions. Though the study-discussion groups were multiplying fast, there was an alarming shortage of leaders. The question of whether laymen should be trained to lead parent education groups—one that over the years had been heatedly discussed pro and con—now became academic. The National Congress of Parents and Teachers has always believed that laymen have an important role to play in the leading of parent education groups and that, properly trained, they would not exceed that role. But however one might argue the point, there could be no argument about a fact all recognized—that there weren't nearly

enough parent educators to go around. What, then, was to be done?

It was the Illinois Congress of Parents and Teachers that helped point the way. For in 1946 this state congress launched its famous pilot project for the training of lay leaders. The signal success of this venture proved that intelligent men and women, given a systematic body of knowledge, can be trained to conduct parent education study groups. Using the study course articles and program guides in the *National Parent-Teacher*, they could familiarize themselves sufficiently well both with the principles



The first leadership training workshop for P.T.A. members in the Middle Western region, conducted by the National Congress of Parents and Teachers as part of its Expanded Parent Education Program.

of child development and with how people think and act in a group, to guide and stimulate discussion. In such groups the professional persons acted as guest consultants, contributing broadly of their knowledge and experience.

A Five-year Project

When the Expanded Parent Education Program was inaugurated in 1949 by the National Congress of Parents and Teachers its primary aim was to stimulate state programs for training lay leaders. To accomplish this aim, an unusual and, as it turned out, highly successful plan was developed.

The country was divided into five regions—the Far West, the Northwest, the Middle West, the South, and the Northeast. A squadron of five nationally known parent education specialists—Ralph G. Eckert, Ethel Kavin, Mildred I. Morgan, Ernest G. Osborne, and Katherine H. Read—was appointed as part-time consultants, each to serve the state congresses in one of the five regions. The responsibilities of these consultants were as follows:

1. To survey the parent education needs of the states in each area and the resources available to help meet these needs.
2. To help parent education chairmen and other parent-teacher workers use the services of professional persons more wisely; to determine what kind of professional-lay relationships assure real teamwork; and to learn how to communicate more effectively with persons who do not fully realize or appreciate the value of parent education in their own lives.
3. To develop a program that included a workshop for the training of lay leaders in the area.

In order to guide this enterprise and to coordinate the activities of the regional consultants, a special committee was formed, consisting of the president, first vice-president,

and treasurer of the National Congress of Parents and Teachers; the national chairmen of the committees on Parent Education and Home and Family Life; and the editor of the *National Parent-Teacher*.

During the summer of 1949 and again in the summer of 1950, workshops were held in all five regions, each state congress sending representatives who agreed in advance to assume these individual obligations:

1. To promote a state-wide interest and activity in parent education through every channel available to the P.T.A.
2. To acquire experience as a lay leader by actually conducting, if possible, a parent education study-discussion group.
3. To work toward the establishment—within the next several years—of a state-wide workshop in which training for lay leadership may be made available to local chairmen.

So fruitful were these two series of regional meetings that the committee on the Expanded Parent Education Program decided, in November 1950, that it was time for the next step—time for each state congress to hold its own workshop, state-wide in scope, under the direction of a regional consultant.

In the past two and a half years thirty-four of these state workshops have been held. By March 1, 1954, when the five-year project will come to an end, every state congress will have participated in this phase of the Expanded Parent Education Program.

Even now, six months before the actual termination of the regional-consultant plan, the results are not only clearly evident but highly noteworthy. The parent education needs of each state have been surveyed. In each state many of the resources available to help meet these needs have been revealed, and plans are being developed to make full use of them. Through the state and regional workshops the problem of defining and then combining the contributions of both the professional parent educator and the trained lay leader are being analyzed. And finally, each state has a clearer concept of the techniques of training laymen qualified for leadership.

Outcomes and Outgrowths

How the state workshop plan has led to the development of firmly rooted parent education programs is well illustrated by Ohio's cooperative project with its state universities. Fully in accord with the need for training lay leaders, all these universities offered to make their staffs and facilities available to the Ohio Congress for a series of parent education workshops. The entire state was divided into six areas, each served by one of the universities. Up to now more than a thousand lay leaders have attended some twenty of these workshops.

This much, then, has been accomplished in the way of meeting the urgent demand of parents in the postwar era for more self-knowledge and knowledge of children's needs, for more cooperative study and discussion of parent-child relations under competent, well-informed leadership—in other words, more parent education, P.T.A. style.

And what is meant by "parent education, P.T.A. style"? The rapidly mounting numbers of lay leaders can answer that question. It means, first of all, a respect for both *content* and *process*. In their training, lay leaders have learned how to organize a P.T.A. study-discussion group. They know that parent education cannot be imposed on a P.T.A. but that the spirit and the will of a few eager, responsive members can be the moving force. And they know how to strengthen that force by mobilizing the energy and ideas of these men and women.

Our lay leaders have become familiar with the varied and vivid discussion techniques that can be used by parent education groups—all the way from forums and round tables to buzz sessions and role-playing dramas—and they have learned how to select the technique best adapted to each type of program.* Moreover, they have learned the need for making use of all the resources their communities have to offer. With the study programs in the *National Parent-Teacher* as a foundation, they amplify these materials with books and pamphlets, films and other visual aids, and the expert knowledge of professional persons invited to serve as consultants.

Energy, ideas, sound information, reliable resource materials, and above all patience—these, plus the will, are the basic elements of parent education, P.T.A. style.

The Birth of a Vision

Such is the story of parent education over the last five years. But it is actually a tale within a tale, a single episode in the half-century-long history of the National Congress of Parents and Teachers. For the ideal of an informed parenthood has always been the propelling force behind the parent-teacher movement. As evidence we have the words of Alice McLellan Birney, our Founder—words written in pencil on a few sheets torn from a notebook, words that tell of her musings as she lay in bed after her third child was born.

"Filled as my mind was with the great mystery of birth, the solemn responsibility of parenthood, and the utter helplessness of the little being by my side, I built in imagination a new world, such as might be a reality if each newborn soul might enter into life in a happy, uplifting environment. . . . I asked myself, . . . How can the mothers be educated and the nation made to recognize the supreme importance of the child? Then like a flash came the thought: Why not have a National Congress of Mothers?"

This was the ideal that imbued the minds of all those early leaders whose tireless endeavors brought about the First Congress of Mothers in February 1897. Busily they launched upon the new organization's first nation-wide parent education project—the preparation and distribution of what they called *loan papers*, which were leaflets dealing with many phases of child development, together with reading lists of sound and up-to-date books. Then between 1898 and 1899 the Committee on Education drew up several study courses for mothers' clubs, forerunners of our P.T.A. study-discussion groups.

As the scope of the National Congress broadened, it reached from the home into the school and joined parents and teachers into a now-permanent partnership. But the paramount aim of parent education was never once subordinated to the demands of the expanding program.

In the late nineteen-twenties the National Congress joined its endeavors with those of the National Council of Parent Education, an event that made possible a grant from the Laura Spelman Fund of the Rockefeller Foundation. The grant provided for the nation-wide services of a visiting specialist in parent education—Alice Sowers, now director of the Oklahoma Family Life Institute. Working with the national chairman of the Committee on Parent Education, Ada Hart Arlitt, Dr. Sowers literally traveled the length and breadth of the land to extend and improve parent education programs.

*Beginning with the October issue, the *National Parent-Teacher* will publish a series of articles describing a wide range of such techniques, old and new.

No attempt was made to set up a single program to be followed by every parent-teacher association because it was felt then, as it is felt now, that local needs should always be the determining factor. Rather the work was directed toward strengthening each state's resources; helping to coordinate the activities of all organizations interested in the education of parents; winning the wholehearted cooperation of educational institutions and agencies; and furnishing whatever advisory service was needed to get local programs in good working order.

Until the development of the regional-consultant plan and the Expanded Parent Education Program, the parent education activities of the National Congress were continued under the guidance of the national chairmen of two committees—Parent Education, and Home and Family Life—and by the organization as a whole.

The Road Ahead

The Expanded Parent Education Program of the National Congress of Parents and Teachers has by no means come to an end. Perhaps indeed it can never come to an end. One significant achievement of the five-year project now in its closing months has been to reveal new needs that require the continued cooperation of the National Congress and the state branches. So varied are these needs, most of them related to local parent education activity, that the committee feels they can best be met by the full-time services of an experienced parent education specialist. The National Congress plans, therefore, shortly to add such a specialist to its staff, a person who will work with and within the state congresses to strengthen existing programs; help organize groups in those communities where there are few or none; and, together with state leaders, help build close working relationships with parent education agencies and personnel.

Thus we see that in the more than half century of its existence the National Congress has given a good account of itself in the all-important and all-embracing field of parent education. We call it a field, or sometimes an area, and yet it is more than that. For parent education, which is self-education, is a human experience—varied, penetrating, demanding, and inspiring.

Again, too, we note that there are no sure-fire formulas for rearing children and making better parents of ourselves. But there are tried and tested principles which when turned into living, visible reality in our daily lives can produce confident parents and happy, well-adjusted children.

Of this also we are certain. The National Congress will never cease to be actively engaged in the promotion of parent education. The program itself must of course be a long-range one, with many facets and phases. For a program, like a farmer's crops, should be rotated if it is to continue to yield a rich harvest.

As always, we invite the full and vigorous cooperation of parents and professional parent education workers alike. All together, let us continue to strive for greater and greater achievements so that greater and greater numbers of children may be reared in the kind of homes on which the welfare of this nation depends. Such homes are not only fit for a free society but able to help freedom's children to live for and by the ideals of all decent, generous, and peace-loving peoples.

—COMMITTEE ON THE EXPANDED PARENT EDUCATION PROGRAM

Ralph H. Ojemann, Chairman

Lucille P. Leonard

Ethel G. Brown

Esther E. Prevey

Eva H. Grant

A GUIDE FOR DISCUSSION

Pertinent Points

1. How is your P.T.A. using the "Better Homes" section of the Action Program? What specific projects and activities have you developed?
2. What qualifications do you think lay leaders of parent education study-discussion groups should possess? How would you suggest that P.T.A.'s solve the problem of getting and keeping good parent education leaders? The criticism has been made that these leaders do not have a chance to serve long enough to make the fullest use of their training.
3. How would your group define parent education? Consider having several members find definitions that have been formulated by experts in the field and present them to the entire group for comment.
4. What changes in our society are reflected in the family? Discuss their influence on family life.
5. Why do you think most people can learn more about child guidance in a group than by themselves? In short, what are the advantages of a parent education group that is truly a cooperative venture?
6. List the organizations and institutions in your community that offer some kind of parent education program. What cooperative relationships exist among them? If co-operation needs to be strengthened, what suggestions do you have for pooling the efforts of these groups?
7. What parent education courses do your universities and colleges offer the general public? How can your P.T.A. encourage colleges to offer more such courses and parents to enroll in them?
8. It has often been said that the men and women who need parent education most are those whose interest has not been aroused. Discuss some of the things your P.T.A. could do to reach these parents.
9. Review the goals and gains of the Expanded Parent Education program of the National Congress. Which of its services would you like to see strengthened? What problems and issues is your P.T.A. concentrating on? What ones do you think deserve more attention?
10. Parent education and home and family life are treated as two separate committees within the structure of the National Congress. *Parent education* is thought of as dealing primarily with parent-parent relations, parent-child relations, and relations between one child and another. On the other hand, the emphasis in *home and family life* is upon the social and economic influences that affect the family as a whole, such as consumer buying; housing; education preparing young people for marriage and parenthood; and laws governing marriage, divorce, and the protection of children. Moreover, the two committees involve so much work that a division of labor is considered not only advisable but essential. Does your P.T.A. combine these interrelated committees into one, or are they set up as two separate committees?

Program Suggestions

Either a panel or a symposium would be an effective way of dealing with the points listed above. But whatever method is used, ample time should be left for discussion by the group. To assure wide participation, consider too the use of Discussion 66, also called the "buzz session," either at the beginning of the meeting, so that the direct needs of the group can be voiced, or at the end of the special presentation to stimulate questions and comments.

To inject variety during the meeting, a member of the group could be prepared to give a short report on the parent education services of the federal government. Another member could review the recommendations of the Midcentury White House Conference on Children and Youth. (See "Our Pledges to America's Children" in the September 1951 issue of the *National Parent-Teacher*.)

The Friendly Places



two boys stepped inside the doorway of the neighborhood community center and hesitated. Behind them, through the open door, the pavements glared in the July sunlight.

The boys drew their arms across their dripping faces, and the one with the name *Jerry* blazoned on his T-shirt pointed to a tall man in slacks standing near a ping-pong table.

"Guess he's the one to talk to. Come on."

A corner of Jerry's T-shirt straggled over the raveled top of his faded jeans, and a ball bulged precariously from his tattered back pocket.

"Mister, we wanna join a club. Gotta club for us?"

The man smiled. "What kind of club?"

"Oh, a club where we can play and have fun. Have you got one?"

The man smiled again and nodded. "Sure, we've got one."

"You have? We can belong? Right away?"

"Yes, right away. Starting tomorrow."

"Gee! Hear that Dick? Oh, boy, that's great. We're in!"

Bursting with the news, Jerry raced out of the center, Dick streaking close behind. They were in!

Jerry and Dick came back early the next morning and every morning that the club met through that blistering summer. They played in parks and splashed in pools. They took trips to the woods, hammered in the shop, sang cowboy songs. And always there were friendly counselors to listen and answer questions and point out exciting new things. It was a summer of fun for boys who otherwise had only crowded rooms and glaring pavements for playing.

That first July afternoon at the center Dick and Jerry found a doorway that opened into a friendly place, a place that offered cheer and laughter and buddies and exciting things to do—the things a boy needs to grow on.

IN YOUR OWN home town and in thousands of home towns children like Jerry and Dick are finding doorways that open into friendly places. And grownups too are finding friendly places: classrooms where the blind can learn new skills, booths where travelers can get aid, day nurseries where working mothers can leave their children, recreation halls where men in uniform can lose their loneliness.

Some of these centers do more than brighten lives; they save them. In a fresh air camp a child may feel his fading strength surge back again. In a children's hospital a youngster may get the medical care his family cannot afford. In a war relief station set up in a bombed-out land, the homeless may find food and shelter.

You, by your investment in the Community Chest, are creating these friendly places—neighborhood centers, booths for travelers, day-care nurseries, fresh air camps, war relief stations, and many others. The red feather you wear this fall is a sign that you've helped the men and women and children who come seeking reassurance and aid and cheer to hear the same words that opened a new world for Jerry and Dick: "Yes, right away!"

Personality in the Making

STUDY COURSE GUIDES

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Are We 'Spoiling' Our Children?" (page 4)

Points for Study and Discussion

1. How does our author define a spoiled child? Do you know of any four- or five-year-old who (a) never recognizes that "there are rules by which he must abide," (b) always follows "his own momentary whim," or (c) has "never known the pleasures of sharing or the satisfaction of taking responsibility"? How do you think he "got that way"? Which of these conditions, mentioned in the article, may have been helped to "spoil" him?

- Not "being deeply loved."
- Not "being accepted as a person with rights and with responsibilities."
- Overindulgence stemming from his parents' sense of guilt or a fear that they will lose the child's affection if they say no.
- Parents' inconsistency in the treatment of the child, followed by unreasonable blame or punishment.
- Parents' misinterpretation of the principle of "permissiveness" in child guidance.
- Not being allowed to solve problems when he is capable of working them out for himself.

2. Looking on the positive side, how can each of the "wrong things" just mentioned be changed to the "right things" that will help the child resume his development toward emotional maturity?

3. Give one or two examples of incidents in which a parent showed the characteristics so well stated by Mrs. Black—the parent who is consistently firm, who lets his child know in a kindly way what is expected of him and then sticks to it.

Program Suggestions

In preparation for this meeting, it would be interesting for each member to write a brief description of a certain situation that made him wonder whether a particular child wasn't being spoiled.

Several of these descriptions, representing an interesting range of incidents, might be selected for discussion by the group. None of them need be signed. The following kinds of questions could be asked about each situation:

How old is the child? Is his behavior appropriate to his age? If not, what are some possible explanations of why his parents permit him to behave in that way? What satisfactions may the child be getting from his behavior? What limits could the parents have set in this situation? How might they have helped the child to learn to accept limits and not always to follow "his own momentary whim"? How might they have helped him to get pleasure from sharing and to obtain satisfaction from fulfilling his responsibilities and meeting the situation successfully?

Here is a sample description:

"Donald was five years old. He and his parents were visiting a friend, who had recently redecorated her home. Donald climbed all over the upholstery with his dusty shoes, scratched the woodwork with a tin toy he had brought with him, and handled many things in the room with his dirty hands. The parents let him do just as he pleased. During the entire visit they never restricted his behavior in any way."

Here are some points that could be brought out in the discussion:

To be active and want to handle all sorts of things is appropriate for a five-year-old, but he should have learned that there are some things he can play with freely and other things that belong to other people and must not be damaged.

What are some possible explanations of why Donald's parents permitted him to behave in a destructive way?

- Didn't they pay enough attention to him to see how destructive he was?
- Were they afraid he would make a scene if they told him to take his feet off the furniture or to play with his toy in another way?
- Were they so eager to keep his love that they were afraid to say no?
- Had they misinterpreted the principle of permissiveness in child development and thought a child must be completely free to express himself?
- Were they not really fond of him?
- Didn't they know how to help him accept reasonable limits?

What satisfactions might Donald have been getting from his behavior?

- Did he just want to be active, without realizing he was doing anything wrong?
- Though he knew he should not put his feet on the furniture or scratch the paint, had he not yet learned to control his momentary whims?
- Did he feel angry with his parents or have a general feeling of hostility that made him want to hurt things or people?

How might Donald's parents have helped him to act his age and grow more responsible?

- Could they have brought books or other toys with which the child could play happily without being destructive?
- Could they have included him in their conversation?
- On this occasion when should they have set limits firmly and kindly as to the damaging of property?
- Could they have acted out before the visit (role playing) how to be a good guest in another person's home?
- Could they have complimented Donald when he showed that he knew how to be a good guest?
- How could they have treated him consistently, kindly, and firmly?

After the discussion several members may volunteer to play the roles of the various persons involved. The person playing the part of the child would try to "feel with" that child and respond as he would to whatever the others said and did. After the first role playing of the situation, the group may discuss the way in which the incident was presented—how they think the child felt, why the parent acted as he did, and so on. Others may then volunteer to show how they would handle the same situation, taking advantage of the discussion. The person playing the role of the child would remain constant, responding "in character" to the different methods of treatment.

References

Books:

- Baruch, Dorothy Walter. *New Ways in Discipline*. New York: McGraw-Hill, 1949. See pages 2-3, 32, 91-92.
 Black, Irma Simonton. *Off to a Good Start*. New York: Harcourt, Brace, 1946. See pages 10, 70-73.
 Korner, Anneliese. *Some Aspects of Hostility in Young Children*. New York: Grune and Stratton, 1949.
 Witmer, Helen Leland, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Chapter 1.

Pamphlets:

- Osborne, Ernest. *Democracy Begins in the Home*. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.
 Hymes, James L., Jr. *Discipline*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York.

Articles in the National Parent-Teacher:

- Eckert, Ralph G. "Children Can Make or Break a Marriage," May 1949, pp. 4-6.
 Martin, Alexander Reid, M.D. "Parents' Attitudes—Children's Behavior," September 1952, pp. 4-6.
 Spock, Benjamin, M.D. "The Importance of Untroubled Babyhood," June 1953, pp. 4-6.

Film:

- He Acts His Age* (15 minutes, sound). McGraw-Hill Book Company, Text-Film Department.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Are We 'Spoiling' Our Children?" (page 4)

Points for Study and Discussion

1. The author suggests several meanings for "spoiled" or "spoiled child." For example, if a child does something displeasing to adults, they are quite likely to label him spoiled. Another definition points out the relation of "spoiledness" to immature behavior. Although a three-year-old child may need help to get into a snow suit, a six-year-old who still needs help is spoiled. A six-year-old may need help in learning not to monopolize the dinner-table conversation, but an eleven-year-old who hasn't learned this may be spoiled. Give several more illustrations of this point.

2. Does the continuation of immature behavior into adulthood mean a spoiled grownup? Would you consider people with the following characteristics spoiled? The woman who just can't make her checkbook balance. The person who habitually reaches for the celery heart. The man who just walks out of his room and leaves his clothes where they fall. The man (or woman) who has to keep up his record of never missing his club meeting or a baseball game or Sunday school, even when the children have measles. The woman who is too nervous to stay alone in the house at night. The one who has to have a new Easter suit each year, no matter how flat the family bankroll is.

It is easy to say that all such grownups are spoiled, but check with the author's definition of the spoiled personality type in paragraph 5 before you arrive at a final answer.

3. According to the article, why do parents spoil their children? Do you think of other reasons? Do you know a boy or girl whose behavior as a young child was so "cute" that the parents allowed it to continue? Do you know some parents who want so badly to be needed that they let themselves be imposed on?

4. Here are some widely held beliefs: *Spoiled children are those who are loved too much. The children of working mothers are likely to be maladjusted. Children should*

not be frustrated. Discuss pro and con, using points made in the article.

5. What can parents and teachers do to help children become (or stay) unspoiled? Mrs. Black says, "Guide them into rewarding relationships with other people." What would some of these be? (Making new friends? Helping somebody?)

6. Several incidents are related in the article that make good case studies. (A case study is a way of getting at the *what* and the *why* of human behavior.) There will be many of them throughout this study course. With the incident of Joan and the spilled milk, try this:

The situation: What did Joan do? What did her mother do? What happened?

The reasons: For Joan's actions? For her mother's actions?

Proposals for different action on the mother's part: What should she have done some time back? What should she do starting now?

Introducing Some Continuing References

For this year's study program on *Personality in the Making* we are fortunate to have as a basic reference a book of the same title edited by Helen Leland Witmer and Ruth Kotinsky; this is the fact-finding report of the Midcentury White House Conference on Children and Youth. There are two main parts—one about the development of a healthy personality and the other about what our schools, homes, churches, and other social institutions can do to help build such personalities. Readings from the book will be suggested frequently throughout this year's study guides on the school-age child.

Another reference that will be of help with a number of the study topics is *These Well-adjusted Children* by Grace Langdon and Irving W. Stout. The studies on which this book is based were made by college students who wanted to learn how children become well adjusted. They naturally thought that parents who had brought up such youngsters would know a great deal about how their home life had helped the children to adjust well. The book tells what the parents said and describes some of the families.

A different kind of book and a useful one for our purposes is *Everybody's Business—Our Children* by Maureen Applegate. The author, a teacher, thinks it is time for parents and teachers "to sit down together and try to agree on a few essentials: What do today's children need? What is the difference between guidance and autocracy? . . . Is teaching at home different from teaching at school? How can we get a sense of responsibility into the modern generation?" Written as ten "meetings," this book's plan for study will now and then parallel ours.

A book by James L. Hymes, Jr., *Effective Home-School Relations*, is again quite different. Analyzing the reasons why parents and teachers are sometimes far apart in their ways of working with children, Dr. Hymes shows persuasively how they can bridge the gap. Now and then a chapter in this book will be suggested as a reference, so that while we are discussing matters related to children's personality development we may also watch our own techniques of planning and working for their welfare.

Program Suggestions

Whether this first meeting will be devoted mostly to group discussion or whether the program will be somewhat more formal, a part of the time might well be spent in introducing these continuing reference books. What is the purpose of each book? What else has the author written? What are some of the chapter headings? Is it available from the library? If not, how may it be secured?

If this meeting is to be a sort of opening gun, with a

large attendance, including guests, the program might open with a talk by a psychologist, mental health worker, or physician on "Steps Toward Maturity," explaining the "developmental tasks" children must perform in order to grow from one stage to the next. The general discussion following this talk might show how the points made by the speaker are related to the major ideas in Mrs. Black's article.

If the meeting is to be small and informal, there are other possibilities after discussing the questions listed above and introducing the continuing references. One might be to spend some time on Chapter 5, "Group Meetings," in *Effective Home-School Relations*. What are some clues here for assuring good group meetings? Who is responsible for their success? What safeguards are there?

An enjoyable technique described on pages 98-99 of this book is the *reading panel*. This is especially good for a first meeting, while people are still getting acquainted. It has the virtue of enabling a number of persons to share in the meeting.

On the other hand, if the group members are accustomed to working together and if they want to serve the whole P.T.A. in some way, they might like to plan a monthly series of newsletters summing up the high points of the discussion, giving illustrations, and quoting from the references.

References

Books:

- Applegate, Maureen. *Everybody's Business—Our Children*. Evanston, Illinois: Row, Peterson, 1952. Meeting Two, "How Not To Short-circuit Live Wires."
Hymes, James L., Jr. *Effective Home-School Relations*. New York: Prentice-Hall, 1953. Chapter 5, "Group Meetings."
Hymes, James L., Jr. *Understanding Your Child*. New York: Prentice-Hall, 1952. Introduction, "Working with the Grain," and "The First Idea: Children Grow!" (Try this for a reading panel.)
Langdon, Grace, and Stout, Irving W. *These Well-adjusted Children*. New York: John Day, 1951. Chapters 1 and 3.
Witmer, Helen Leland, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Chapter 1.

Pamphlet:

- English, O. Spurgeon, M.D., and Finch, Stuart M., M.D. *Emotional Problems of Growing Up*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents.

Articles in the National Parent-Teacher:

- Gruenberg, Sidonie M. "Learning To Decide," September 1948, pp. 7-9.
Mohr, George J., M.D. "Dependent Mother or Dependent Child?" March 1948, pp. 19-21.
Overstreet, Bonaro W. "Stages of 'Feeling With,'" December 1952, pp. 16-18.

III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant

"Is This a Time of Conflict?" (page 14)

Points for Study and Discussion

1. Our article opens with a not unusual exclamation by a bewildered mother about her daughter. How old do you think Jean might be? Why has she changed? What might be some of Jean's "new attitudes, new interests and needs, new ways of feeling toward her father and mother and the boy down the street?"

2. Give some typical examples of adolescent behavior that show how "one minute they want to grow up, and the next minute they fear to." These examples may be drawn from your own experience, or you can also recall some from well-known books, plays, and radio and TV programs. For example, Booth Tarkington's *Seventeen*, Maureen Daly's *Seventeenth Summer*, Anne Frank's *Diary*

of a Young Girl, the Aldrich Family, and *Father Knows Best*.

3. Dr. Gallagher makes the point that the problems of adolescence are those no young person should escape if he is to grow up normally. What, then, can parents do about a child like Sally, who at fifteen apparently isn't interested in boys? Might their own attitudes have anything to do with Sally's seeming desire not to grow up? If so, how?

4. What two tendencies within themselves do parents of adolescents have to guard against, according to Dr. Gallagher? How are these illustrated in the story of the boy who slammed the door behind him and swore he'd never go back; of Ted, who was doing badly in school; and of Judy, who wanted to be a lawyer?

5. How would you counsel a fifteen-year-old boy who has grown very little in the last three years and whose voice is just beginning to change, while his deep-voiced friends tower above him? What does he need to know about physical growth that will keep him from becoming disturbed or depressed?

6. What are several important problems that are likely to confront teen-agers, especially in their junior and senior years? Discuss each problem from two points of view: (a) how parents can intensify the young person's difficulties by thoughtlessly holding the wrong attitude; (b) how parents can support and encourage the young person in his efforts to reach the right solution.

7. Can you think of any problems in addition to those mentioned by Dr. Gallagher that seem to be common to almost all teen-agers? Which ones would you say are characteristic of our times and probably wouldn't have arisen in an earlier period of our history? What points in the article suggest workable ways for parents to help a youngster deal with each problem?

8. Following are excerpts taken from letters written by young people to a psychologist (included in *How To Be Happy Though Young* by George Lawton). If they were written to you, how would you answer each one?

"What are moods, and why do we have them? Some days I get up feeling on top of the world. Everything seems wonderful. . . . Then, for no reason at all, I feel wretched and depressed. . . . I'd like to be a calm, even-tempered person, but how do you become one?"

"Whenever I tell my mother I want to go to work, she throws a fit. She begins telling me about all the sacrifices she's made to prepare me for college . . . and how she has had more experience and knows better than I what I should do."

"My ambition is to learn how to run a Diesel engine. But here I am stuck in school studying irregular verbs! What good are verbs? I won't need them in my future work."

"When I was ten months old I had an attack of infantile paralysis which left my right hand . . . limp and . . . skinny. People notice my condition, and any time I walk down the hall they stare at me. . . . How can I stop feeling miserable when people stare?"

"I am seventeen and a junior in high school. What I want to know is whether it is wrong for a fellow my age to get serious about girls. My father and older brother . . . tell me I should be thinking about how to earn a living instead of . . . about dates and girls."

9. One cardinal principle for parents emphasized by Dr. Gallagher is that "these young people need more understanding and less advice, prodding, and admonition." What other guiding principles for the mothers and fathers of teen-agers does your group agree upon?

Program Suggestions

Adolescence is a dramatic period because conflicts, even the most normal ones, have a dramatic quality. So why not let the program for this meeting take the form of a drama? If you want a ready-made one, try presenting

the short play *High Pressure Area* by Nora Stirling, which is all about a big problem in the life of a sixteen-year-old girl. (It may be obtained for one dollar from the National Association for Mental Health, 1790 Broadway, New York 19, New York. A discussion guide by Lawrence K. Frank is fifty cents.) Members of the group can either learn the various parts and actually produce the play, or they can read it aloud. The discussion that follows should refer, whenever possible, to Dr. Gallagher's article and also to the foregoing "Points for Study and Discussion."

Or the program can be built around a new mental health film, *Farewell to Childhood* (23 minutes, sound; International Film Bureau), which has an accompanying guide for discussion. If this is not available from any near-by film lending libraries, inquire about renting it from your state mental health department or your university's audio-visual department. The film should be attentively previewed by the group leader and a small committee of members in order to decide what are the important things to look for in the picture and what else needs to be explained before it is shown. After the showing, the discussion should, once again, be related to the ideas set forth in the article.

If this film is not available, you might try to secure *Educating Father* (5 minutes, sound; Teaching Film Custodians), about a man who wants to dictate his son's career.

Still another program might be based on the various incidents and stories told in the article. Ask several high school students to help you expand each one into a short impromptu skit, presenting not only the situation Dr. Gallagher describes but also a possible outcome or solution. For instance, it should show how Ted and Judy worked out their career problems with their parents and how the boy who slammed the door behind him gained a better relationship with his mother. After a general discussion of these skits, they might be reenacted, with changes suggested by the group.

References

Books:

- Lawton, George. *How To Be Happy Though Young*. New York: Vanguard, 1949.
- Malm, Marguerite, and Jamison, Orlis G. *Adolescence*. New York: McGraw-Hill, 1952. Part I, "The Adolescent and His World," Chapter 4, and Chapter 7.
- Strang, Ruth. *An Introduction to Child Psychology*. New York: Macmillan, 1951. Part Six, "The Adolescent Years."
- Witmer, Helen Leland, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Chapters I and IX.

Pamphlets:

- From the National Association for Mental Health, 1790 Broadway, New York 19, New York.
- Frank, Lawrence K. *This Is the Adolescent*. 20 cents.
- Gardner, George E., M.D. *The Mental Health of Adolescents*. 15 cents.
- From the Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York.
- Duvall, Evelyn Millis. *Keeping Up with Teen-agers*.
- From Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents each.
- English, O. Spurgeon, M.D., and Finch, Stuart, M., M.D. *Emotional Problems of Growing Up*.
- Menninger, William C., M.D. *Self-understanding*.
- Remmers, H. H., and Hackett, C. G. *Let's Listen to Youth*.

Articles in the National Parent-Teacher:

- Klineberg, Otto. "How Adult Are Adolescents?" September 1952, pp. 21-23.
- Ojemann, Ralph H. "All We Can Do Is Counsel," November 1951, pp. 15-17.
- Snively, William D., M.D., and Lynch, Harold D., M.D. "Adolescence—The Patient Years for Parents," pp. 14-16.
- Stratton, Dorothy C. "What Youth Wants from Its World," April 1953, pp. 4-6.

(Continued from page 6)

she could get away with absolutely anything. Yet there and then a storm ensued.

Joan's mother could have been firm about the before-dinner snack and offered her water or tomato juice. She could have insisted that Joan stay off the couch. Instead she let things go on, building up a kind of chain reaction that was bound to end in an explosion.

Scarcely fifteen minutes later the whole vicious circle was started over again when the mother, feeling guilty about her anger, coaxed Joan to the table and plied her with delicacies.

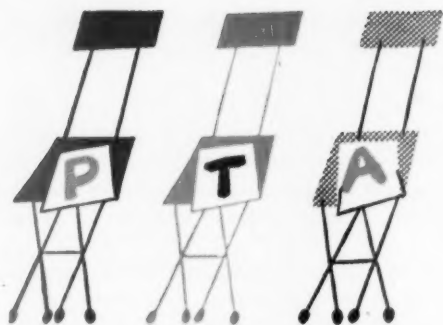
Stress on Stability

It is perfectly possible to be sympathetic and warm and still expect reasonable behavior from our children. "No" does not have to be said in anger. The parent who is consistently firm, who lets his child know in a kindly way what is expected of him and then sticks to it, is showing real love and consideration. For it is through such kindly consistency that the child learns to know his world as a stable place, to accept reasonable limits, and to become a cooperative member of his group. That's the way emotional maturity is achieved, and it is of this vital asset that the spoiled child is deprived.

The examples of spoiling we've been talking about are by no means typical of all parents and children. American children are seldom passive and sedate. They are often rough and noisy, full of ideas and of ways of putting those ideas into action. But this doesn't mean that they are spoiled. Most of them are free just as their parents are free—within clearly defined limits.

Awareness of a child's need for activity, for self-expression, and for affection has nothing to do with spoiling. Today's parents as a group are probably more aware of their children's basic needs and more tolerant of small mistakes than the parents of previous generations. Furthermore, my experience has been that many American mothers and fathers are able to exercise their legitimate authority in the family without guilt, and to do it in a way that satisfies the child's own wish for order in his life and clarity in his aims. It is in this kind of family that children develop the cooperative attitudes so important to our free society.

Irma Simonton Black, director of publications for the Bank Street College of Education in New York, is a noted specialist in child development. She has written twelve books for children and one book for parents, Off to a Good Start. Readers will be interested to know that this book will appear shortly in a new, enlarged edition.



projects and activities

People Against Polio: *Montgomery's Seven Fateful Days*

SEVENTY-EIGHT NEW ATTACKS of polio in one day! An average of about one victim every twenty minutes! The frightening record was piled up on Friday, June 26, 1953, in Montgomery, Alabama.

The stricken city had the deserted air of a ghost town. Anxious parents, watching the polio score as it mounted day by day, tried to put their children out of reach of the plague. Those who could, hurried their youngsters out of the city, sending them away to vacation centers or packing them off to relatives. The children who had to stay behind were kept strictly within the bounds of house and yard.

That Friday, with the toll of new victims at an alarming high, officials of the U.S. Public Health Service declared the city an emergency center. This meant that the stricken area could get gamma globulin, or GG, to fight the scourge that was sweeping the city and threatening more than thirty thousand boys and girls.

The listing of Montgomery as an emergency center drew a swift response, which officials of the state and the county health departments heard with relief. Sixty-seven gallons of the precious fluid were being loaded into planes. The million-dollar cargo would land the next day.

Operation Knockout had begun—an operation in which the Montgomery County Council of Parent-Teacher Associations proved that “the impossible is possible” when the need is crucial. Gamma globulin would not necessarily prevent polio. Health officials stressed that fact. But this fraction of human blood would protect victims from crippling paralysis. The American Red Cross had collected the blood from which current supplies of GG have been extracted. The Office of Defense Mobilization had drawn up plans for rationing the limited supplies, setting aside special reserves for crises such as Montgomery now faced. And the bill for GG? It cost parents nothing. The National Foundation for Infantile Paralysis was paying most of the expenses.

Montgomery promptly knuckled down to the task

of putting the GG to work. As planes headed toward Alabama, carrying their precious freight, a corps of health specialists met to plan action. Three of Alabama's own health officers were at the meeting: D. G. Gill, M.D.; his assistant, W. H. Y. Smith, M.D.; and the county health officer, A. H. Graham, M.D. Representatives of the U.S. Public Health Service had flown in to join them. And two other key men were present—a specialist from the National Foundation and Lewis Coriell, M.D., medical director of the New Jersey Municipal Hospital, who had taken part in last year's experimental inoculations in Texas and Iowa.

The Teams Form

Every second counted. They had seven days in all. Somehow before next Friday more than thirty-two thousand children had to receive GG shots. Plans and all preparations had to be completed to the last detail by eight o'clock Tuesday morning. It was already Saturday.



©Albert Kraus Photographers, Montgomery

Under a blazing sky mothers and fathers and children wait to enter Sidney Lanier High School, one of the GG stations.

First the team of health specialists sought out the doctors in the area. At a meeting of the local medical association the doctors pledged their support to a man.

Plans moved swiftly. Where should the inoculation centers be set up? Eighteen schools were selected. What about equipment—scales, needles, registration cards, and countless other essentials? These were rounded up with little trouble. What about medical personnel? Doctors had already stepped forward. Nurses too offered their services.

But now came a still bigger problem. What about nonmedical workers? Each of the eighteen centers would require at least thirty-six volunteers, all willing to stay on the job as long as necessary. Almost six hundred and fifty of these recruits were needed. Where could they be found—and in time to be briefed on their duties? The briefing could be done at a meeting on Monday morning, but the volunteers would have to be enlisted in a few hours, over what was left of the week end.

Was a miracle needed? Then came the answer—and from Dr. Gill himself:

"The P.T.A. can do it!"

The Council Is Summoned

Dr. Gill knew the P.T.A. He knew that the Montgomery County Council of Parent-Teacher Associations represents a cross section of the city and the county. He knew too that in record time the council could flash the word to every P.T.A. member. He picked up the phone and called Mrs. R. H. Simpson, council president.

Mrs. Simpson's "yes" came with no hesitation, as if lining up six hundred and fifty volunteers were a routine chore in the life of a council president. She checked with Mrs. D. D. Black, state president, on P.T.A. policy and procedure to be followed. With this information to guide her she asked Mrs. Harry Nelson, general secretary of the Alabama Congress of Parents and Teachers, and Mrs. T. L. Bear, state legislation chairman, to serve with her as co-chairmen. Mrs. Black and Mrs. T. B. Hill, Jr., treasurer of the Alabama Congress, also served as members of the emergency committee.

All this took place on Saturday, June 27, a long day in Montgomery's history. On that day too Mrs. Simpson and her co-chairmen met with Dr. Gill and Dr. Smith for instructions. The first responsibility, of course, was to secure the volunteers to man the eighteen inoculation stations. Their names, addresses, and phone numbers should be listed, and all volunteers were to meet for the briefing meeting Monday morning.

Would the council also tie together the efforts of all other volunteer organizations in the community? This could be done by creating a committee to keep in touch with the stations, by giving whatever help

was needed there, and by handling all calls from various community agencies.

One job more. Food would be needed. Medical corpsmen were coming in—one hundred of them from the nearby air force bases, Maxwell and Gunter. Could the P.T.A. see that meals were provided for the men? Box lunches and suppers would be most acceptable.

Well, there it was! Instructions in hand, the council committee left Dr. Gill's office. They had a tough assignment, and they knew it. It would be hard to reach people on Saturday and Sunday. But the job would be done because it *had* to be done. Back at the state office the three committee members set to work, drawing up a master plan to make possible the impossible.

The Message Spreads

Telephones gave meritorious service on that critical Saturday afternoon. Call after call went out over the wires. The committee outlined problems, made requests, and thanked many for their promises. And when the receivers finally clicked down for the last time this is how that intensive day's work shaped up:

1. P.T.A. presidents at the various schools had agreed to enlist volunteers and notify them of the Monday meeting in the city auditorium. School principals and county P.T.A.'s also joined in the recruiting drive.
2. The Montgomery chapter of the Red Cross had been requested to notify all its trained personnel—particularly its nurse's aides and motor service workers—to come to the Monday meeting for assignments.
3. Members of the Montgomery Junior League had been asked to volunteer their services, either through the P.T.A. or at the city auditorium on Monday.
4. The city civil defense chairman had been asked to have men on duty at all eighteen centers to assist in every way possible, especially in case of fire, accident, or other emergencies that called for first aid.
5. An advertising man had promised to prepare placards for each school at no cost.
6. The city police and fire departments had agreed to post a policeman and a fireman in every inoculation center in the city, and the county sheriff's office had agreed to post deputies at county centers.
7. The welfare chairman of the city Lions Club had offered to help secure box lunches and suppers. Various other civic clubs, banks, and individuals contributed to the meals. City dairies furnished milk and ice cream.
8. For relief from soaring temperatures the local chamber of commerce had pledged itself to supply and install at least five fans at each center. To these fans the Maxwell Field base added several more.
9. Officers and chairmen of the Montgomery County Parent-Teacher Council had been mobilized to take on the following tasks:
 - To provide a fleet of cars large enough so that at least two would be constantly available at each inoculation center.
 - To supply a P.T.A. committee to register all volunteer workers at the mass meeting on Monday.

- To assign several P.T.A. members to each station, so they might constantly check on calls or needs.

- To be ready to meet whatever emergency needs might arise during the four days of inoculations.

10. A headquarters for volunteers had been set up at the office of the state congress, which became a clearing-house for all requests, calls, information, and reports of progress.

That Saturday night telephone lines buzzed anew in Montgomery as P.T.A. presidents and community volunteer organizations got to work on their part of the job.

Over the Top

On Monday morning more than seven hundred men and women reported to the auditorium. Long



© Albert Kraus Photographers, Montgomery

A large-eyed child waits while volunteer workers fill out a registration card for him. After this procedure he will be weighed and then taken to the injection room.

before ten o'clock, the time set for the meeting, the volunteers were in their seats waiting—mothers, fathers, teachers, men and women from every business and profession. Again and again they asked, "How can I help?" And the way they said it, it was more a plea than a question.

Soon the health officers were on the platform, briefing the volunteers, describing their duties point by point. Rarely have speakers had more attentive listeners.

The P.T.A. had met a score of problems, but it took a bright teen-ager to spot an oversight. Nobody had thought of recruiting baby sitters. Mothers of young children would need sitters—not only mothers serving as volunteers but mothers who had to bring their children to the station.

Why not, the girl suggested, let her organize a group of teen-age baby sitters to look after the children? She was given instant and grateful permission,

and throughout the four days about thirty-five girls took charge of scores of youngsters from morning to night.

On Friday night, a week after that fateful June 26, many of Montgomery's citizens could rest at last, after doing a magnificent job—six hundred P.T.A. members; three or four hundred doctors, nurses, medical corpsmen, Red Cross volunteers, policemen, firemen, volunteer civil defense workers, and others. Thanks to these hundreds, thirty-two thousand children had been protected from the dread onslaught of paralytic polio.

A dramatic, hopeful week, packed with action, had ended. Mrs. Simpson had this to say about Montgomery's venture:



© Albert Kraus Photographers, Montgomery

The final stage! Because hundreds helped, a child gets protection from crippling polio. This scene was repeated more than thirty thousand times in four days.

Enough credit cannot be given to all who served in this mass inoculation of our children with gamma globulin. We know now that in this community children come first—above and beyond all else. . . . We express to each agency and each individual our sincere thanks for their response to the call for volunteers and for their untiring and unselfish service. . . . We know now that we can function quickly and adequately in any emergency.

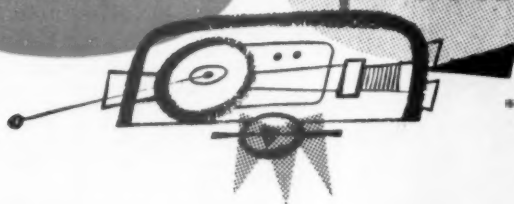
In this vast program the Montgomery County P.T.A. Council had served its chief purpose—tying together the work of the units in the area to meet a community need. Council members like to quote the comment of one volunteer as she helped the two-hundred-and-fiftieth child in the first four hours of the inoculation program: "This is some mechanism. You never know what people can do until they do it!"

—FANNY M. NELSON

General Secretary, Alabama Congress of Parents and Teachers

Motion

picture



reviews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Below the Sahara—RKO. Direction, Armand Denis. The well-known photographer and his wife take an exciting and perilous safari into Africa, armed only with their faithful cameras. The resulting photography of rugged, beautiful scenery, wild animals, humorous incidents with strange pets, and dangerous adventure is well worth their efforts. Their attitude toward animals is kindly and refreshingly civilized. A splendid addition to the growing number of films that explore nature's wonders.

Family	12-15	8-12
Excellent	Excellent	Excellent

Francis Covers the Big Town—Universal-International. Direction, Arthur Lubin. In this latest "Francis" film the talking mule makes a star reporter of his young friend, selects the right girl for him, and is instrumental in uncovering the leader of a protection racket. As usual, it is the personality of Francis that lends sparkle to the picture. Synchronization of the mule's actions with the gravel voice is better than ever, if possible. Donald O'Connor might be a trifle more attractive if he were allowed just a little more sense of his own. Cast: Donald O'Connor, Yvette Dugay, Gene Lockhart, Francis.

Family	12-15	8-12
Excellent for Francis fans	Good	Good

The Great Sioux Uprising—Universal-International. Direction, Lloyd Bacon. Horses plunging and rearing against colorful western settings, Indians in wonderful costumes, and a minimum of violence (for a western) make this an entertaining movie for children. The plot has to do with an unscrupulous dealer who sells horses stolen from the Indians to the major at Fort Laramie and of the efforts of a Union Army surgeon to maintain understanding with the Indians and repay them for their loss. Despite stock characters, interest is fairly well maintained. There is even a small message. After justice finally prevails, the most articulate Indian chief we have heard replies, "Where there is justice, there will always be peace." Cast: Jeff Chandler, Faith Domergue, Lyle Bettger.

Family	12-15	8-12
Western fans	Fair	Good

It Came from Outer Space—Universal-International. Direction, Jack Arnold. Technically and artistically less successful than *The Day the Earth Stood Still*, this carefully thought-out science-fiction film has something of similar importance to say. Strange visitors from outer space arrive in a flaming flying saucer and bury themselves deep in a mountainside. Richard Carlson, a handsome and convincing science-fiction hero, drives to the spot with his friend, an attractive school teacher. He discovers something live and strange at the bottom of a pit before an avalanche of stones completely covers it. His struggles, first to make townspeople and scientists believe his story and later to protect the space visitors, make up the plot of an eerie, suspense-filled, three-dimensional film. The theme is delivered with a punch: To destroy a living creature simply because it is different from us is savage and barbaric. Cast: Richard Carlson, Barbara Rush.

Family	12-15	8-12
Good of its kind	Excellent	Good, if not too frightening for the younger group

The Kid from Left Field—20th Century-Fox. Direction, Harmon Jones. Here is "such stuff as dreams are made on" for nine-year-olds (or even ten- or twelve-year-olds). No young baseball fan could help thrilling to the fantasy of a boy who manages a major league team. The fact that he relies on the secret

wisdom of a father whose abilities he never doubts, although the world considers the man a has-been player, is a reassuring element in the grandiose dream. For then, at the peak, he can pass all the dizzying glory over to that same father and just be a boy again. Dan Dailey gives a sensitive performance as a frightened man who gradually gains courage from his boy's valiant confidence in him. Baseball talk and action are above average. The slang is unself-conscious, and emphasis is on smart play rather than the usual "fence busting." Baseball, however, is definitely a background for a tender tale of father and son. Cast: Dan Dailey, Billy Chapin, Lloyd Bridges.

Family	12-15	8-12
Good	Good	Good

The Sea Around Us—RKO. Direction, Irwin Allen. The director is to be commended for his courage in attempting to translate Rachel Carson's book into a documentary film. However, the picture falls far short of the delicate, deeply reverent prose poem, whose language reflects the wonder of nature as the sea itself reflects light and shadow. A vast and rather hodgepodge collection of film gathered from many sources, such as museums and universities, is unified only by an uneven commentary. Yet much of the photography is surprisingly beautiful as well as informative. A wealth of fascinating material includes glimpses of strange life, from the tiniest sea creature seen under microscope to the monstrous blue whale. A wonderful scene shows the laying and hatching of turtle eggs in the sands. Despite shortcomings, this is a worth-while and engrossing film, ideal for the family to see together.

Family	12-15	8-12
Excellent	Excellent	Excellent

FAMILY

Suitable for children if accompanied by adults

Abbott and Costello Meet Dr. Jekyll and Mr. Hyde—Universal-International. Direction, Charles Lamont. A lively, lurid combination of slapstick and old-fashioned horror melodrama. Boris Karloff performs his familiarly gruesome tricks as the terrifying Mr. Hyde, while Abbott and Costello, as English bobbies at the beginning of the century, do everything from attempting to break up a suffragette meeting to chasing monstrous Mr. Hyde over rooftops and through wax museums. Cast: Abbott and Costello, Boris Karloff.

Family	12-15	8-12
Good of its type	Entertaining	Yes

Arena—MGM. Direction, Richard Fleischer. For lovers of rodeos this three-dimensional film will be a treat because it gives one the illusion of actually being present in the stands. Bronco busting, bareback riding, bulldogging, calf roping, and Brahma bullfighting seem doubly exciting. The story is not notable for its originality. A "washed-up" rodeo rider (well played by Henry Morgan) attempts a comeback and receives a frightful gouging. This is enough to convince a current rodeo star that he should quit his dangerous career while still at the top. Cast: Gig Young, Jean Hagen, Henry Morgan.

Family	12-15	8-12
Entertaining	Entertaining	Entertaining

By the Light of the Silvery Moon—Warner Brothers. Direction, David Butler. A rather thin, gently humorous musical about "the girl next door" whose sweetheart has just returned from action in World War I and whose thirteen-year-old brother has an overly active imagination. Technicolor and familiar old songs are effective in setting a period mood vaguely reminiscent of Booth Tarkington's *Penrod*. Cast: Doris Day, Gordon MacRae.

Family	12-15	8-12
Fair	Fair	Too long-drawn-out



"The Kid from Left Field" gives his players some last-minute advice before a big-league game.

Dangerous When Wet—MGM. Direction, Charles Walters. In her latest lavish aquatic comedy Esther Williams is a member of a health-minded family from Arkansas who set out to swim the English Channel to earn money for farm equipment. A wealthy French champagne merchant supplies the requisite romance. Ingenious swimming numbers add spice to a pleasant, if routine production. Cast: Esther Williams, Jack Carson, Fernando Lamas, Charlotte Greenwood.

Family	12-15	8-12
Good of its type	Good	Yes

Little Boy Lost—Paramount. Direction, George Seaton. Though he sings several gay songs, Bing Crosby plays a quiet, thoughtful role in this haunting little picture. As an American foreign correspondent, he searches the French countryside for the son he lost during World War II. When he rejects an emaciated orphan because he cannot be sure it is his child he realizes a bitter truth—that his memories are essentially selfish. The French child is played with sensitivity and with distinction by small Christian Fourcade. Cast: Bing Crosby, Christian Fourcade, Claude Dauphin.

Family	12-15	8-12
Good	Good	Yes

Melody—RKO. Direction, Ward Kimball, C. August Nichols. The first three-dimensional animated cartoon is also first in a projected Disney series of short subjects called *Adventure in Music*. A highly finished product, it is rather more stylized than the usual Disney film but shows none of the weaknesses that might be expected in a pioneer venture. The result is a delicate bit of whimsy in the form of a lesson in vocal music, presented in sprightly fashion to a class of birds. The three-dimensional feeling of unlimited space is particularly effective when applied to the cartoon.

Family	12-15	8-12
Interesting	Interesting	Yes

A Queen Is Crowned—Universal-International. The ancient pomp of the triumphal procession moving through London and the solemnity of the Abbey ceremony have been magnificently captured in this technicolor documentary of the coronation of Queen Elizabeth II. But it is in the lesser incidents that the spirit of the occasion is so eloquently reflected—in the shrill cheers of a cluster of school children, Sir Winston Churchill's exultant look, the faces of the patient watchers lining the rainy streets. And what is this spirit? Not hero worship, not abject adoration, but affection for the young ruler and a quiet confidence that she will be equal to her great responsibilities, may even be instrumental in recapturing some of the luster that once was England's. The fine script was written by Christopher Fry and is narrated by Sir Laurence Olivier. The music is by the London Symphony Orchestra.

Family	12-15	8-12
Outstanding	A must	Somewhat long for the restless

She Had To Say Yes—RKO. Direction, Lloyd Bacon. A folksy little comedy in which an impetuous young oil heiress learns from her late father's lawyer that her life was once saved by the villagers of Progress, Arkansas. She thereupon floods the sleepy little community with lavish anonymous gifts and sums of money and of course thereby completely disrupts its econ-

omy. Cast: Jean Simmons, Robert Mitchum, Arthur Hunnicut.

Family	12-15	8-12
A bit too sweet, but pleasant	Entertaining	Yes

So This Is Love—Warner Brothers. Direction, Gordon Douglas. Grace Moore's film biography has a little more spirit and spunk than is customary in such films about musical artists. We see her as an independent, determined little girl, riding an elephant in a circus parade and attending a Negro church by herself to take part in the lively singing. Much later, when she finally attains the Metropolitan and sings Mimi in *La Bohème*, she does so with such quiet restraint and feeling that there may be tears in the eyes of many feminine viewers. Pansy-faced Kathryn Grayson is consistently glamorous, though her voice is not that of Grace Moore. Cast: Kathryn Grayson, Walter Abel.

Family	12-15	8-12
Good of its type	Good of its type	Yes

The Sword and the Rose—RKO. Direction, Kenneth Annakin. This historical romance, presented by Walt Disney, is framed in beautiful and accurate settings. The characters, however, are simplified and distorted in order to dovetail neatly into a conventional plot. Some individual roles are noteworthy—for example, James Robert Justice's quietly satiric Henry VIII. Windsor Castle in the Tudor period, the French banqueting hall in the Louvre, and other brilliantly executed backgrounds merit careful study, but the beautifully polished romance seems scarcely worth the effort put into it. Cast: Richard Todd, Glynis Johns, James Robert Justice.

Family	12-15	8-12
Worth seeing	Yes	Yes

Take Me to Town—Universal-International. Direction, Douglas Sirk. Western trappings combine with fun and good fellowship in this engaging picture. A good-hearted dance hall girl of the gold rush era becomes the infectiously happy, if somewhat inappropriate, wife of a small-town minister and stepmother to his three small boys. Cast: Ann Sheridan, Sterling Hayden.

Family	12-15	8-12
Entertaining	Yes	Yes

ADULTS AND YOUNG PEOPLE

Affair with a Stranger—RKO. Direction, Roy Rowland. Model Jean Simmons meets struggling playwright Victor Mature on New Year's Eve in Times Square. She marries him shortly thereafter, having complete faith in his eventual success. In spite of a first flop he keeps going while she maintains them financially. When he does sell a play he gambles most of the money away, and his wife, now expecting a child, becomes understandably annoyed. But when she stops mothering her man, his attention is diverted by another woman. We are always very much concerned about the mores of our young unmarried people. The superficial pattern of marital obligations and duties in such a film as this would also bear analysis. Cast: Jean Simmons, Victor Mature.

Adults	15-18	12-15
Mediocre	Poor	Poor

All I Desire—Universal-International. Direction, Douglas Sirk. This old-fashioned, soap-box melodrama takes place in 1900. A vaudeville actress returns to her home town in Wisconsin, having deserted her husband and three children ten years before. The "other man," who had been one cause of her leaving, is still much in evidence. Such a story has all the ingredients of an *East Lynne* dime novel. Cast: Barbara Stanwyck, Richard Carlson, Maureen O'Sullivan.

Adults	15-18	12-15
Poor	Poor	No

Arrowhead—Paramount. Direction, Charles M. Warren. With a plot as muddled as its ethics, this film has hatred, intolerance, and brutality as its main ingredients. The story concerns itself with the attempts of the U.S. Army after the Civil War to negotiate a treaty with the Apaches for the ultimate purpose of confining them within a reservation. Despite incessant bloodshed the plot drags, the dialogue is distasteful, and the acting embarrassingly inept. Cast: Charlton Heston, Jack Palance, Katy Jurado.

Adults	15-18	12-15
Poor	Poor	No

The Band Wagon—MGM. Direction, Vincente Minnelli. A clever, sparkling musical with satiric touches and a fine, sophisticated edge. Fred Astaire is a "hooper" who, past his pinnacle of fame, makes a valiant comeback. Cyd Charisse, his new dance partner, has both grace and wit. Enchanting is the shadowy scene in Central Park where the hooper and the classic ballet dancer set out to discover whether they can dance together.

Besides some new tunes, old songs such as *I Love Louisa* and *Louisiana Hayride* are given fresh and rollicking treatment. Cast: Fred Astaire, Cyd Charisse, Oscar Levant.

Adults	15-18	12-15
Very good	Very good	Yes

The Beast from 20,000 Fathoms—Warner Brothers. Direction, Eugene Lourie. A comic-book opus relates the destruction brought by a prehistoric monster who has been warmed into life by an atomic explosion at the North Pole. The beast slithers New York-ward, annihilating everyone and everything in his path. Luckily a brave soldier is on hand, who knows just how and where a radioactive isotopic bullet must be aimed to destroy such a monster. The superficial realism might frighten young children. Cast: Paul Christian, Paula Raymond.

Adults	15-18	12-15
Matter of taste	Matter of taste	Matter of taste

The City Is Dark—Warner Brothers. Direction, André de Toth. What gives interest to an otherwise routine gangster picture is the dramatization of some of the handicaps faced by ex-convicts who wish to "go straight." In this instance criminals threaten to kill the ex-convict's young wife if he refuses to comply with their demands. Cast: Sterling Hayden, Gene Nelson, Phyllis Kirk.

Adults	15-18	12-15
Gangster film fans	Yes	Poor

City That Never Sleeps—Republic. Direction, John H. Auer. Competent acting and good photography do not compensate for a poor script and poor direction in this mundane thriller, which covers one evening in the life of a Chicago policeman. The night's events, including the murder of the hero's father, are pointed up by the usual glimpses of the underworld and by Joe, a talkative, supernatural character who shares the hero's patrol car and adds to the general confusion. Cast: Gig Young, Mala Powers.

Adults	15-18	12-15
Mediocre	Mediocre	Poor

Dangerous Crossing—20th Century-Fox. Direction, Joseph M. Newman. The atmosphere of a trans-Atlantic liner in mid-voyage has been captured in this tale of a frantic bride whose husband has disappeared. The story is pleasantly baffling. Cast: Michael Rennie, Jeanne Crain.

Adults	15-18	12-15
Entertaining	Entertaining	Yes

The Gentle Gunman—Universal-International. Direction, Basil Dearden. The futility of fanatical patriotism is subtly exposed in this somber, if uneven story of modern Ireland. Terence Sullivan attempts to convince his younger brother that the activities of the I.R.A. terrorists can form no real basis for freedom. Played against a background of wartime London, the bleak Irish countryside, and the gloomy docks of Belfast, the struggle between the man of reason and the man of passion is sharpened by restrained, almost stark direction. Cast: John Mills, Dirk Bogarde.

Adults	15-18	12-15
Good	Good	Mature

Gentlemen Prefer Blondes—20th Century-Fox. Direction, Howard Hawks. Gentlemen may prefer blondes, but just to be on the safe side MGM provides a brunette of the same voltage as the blonde heroine. Marilyn Monroe and Jane Russell are naturals for this brassy burlesque, and a knowing director makes tongue-in-cheek use of their talents. Undisputed queens of the more voluptuous class of glamour girl, they exhibit their attractions with a devastating dead-pan innocence highly in keeping with the theme and atmosphere of the picture. Cast: Marilyn Monroe, Jane Russell.

Adults	15-18	12-15
Matter of taste	Possibly	No

Melba—United Artists. Direction, Lewis Milestone. Those who can ignore the banality of this film biography of Nellie Melba will enjoy the numerous arias sung by Patrice Munsel of the Metropolitan Opera. The sensitive acting of Martita Hunt as the young Melba's fragile, aged teacher is a special bonus. Technicolor highlights lavish costumes of the late nineteenth century and, above all, the glamour and glitter of grand opera. Cast: Patrice Munsel, Robert Morley, Martita Hunt.

Adults	15-18	12-15
Good of its type	Good of its type	Yes

The Moon Is Blue—United Artists. Direction, Otto Preminger. A sophisticated, talkative bedroom farce with a story that probably could never have taken place anywhere but in America. A forthright young miss meets a young architect and goes to his apartment. She then proceeds to take complete charge of him and also of an older man who lives upstairs, alternately shocking these conventional "wolves" with her outspoken com-

ments and bewildering them by her armored innocence. As a reward she gets not one but two proposals of marriage. Since this is a bedroom farce, it does have questionable implications. However, there certainly have been far more vulgar and blatantly suggestive films. *The Moon Is Blue* is a slight bit of trivia, beguilingly acted, whose limited subject matter will tend to bore adults. Young people generally may not be mature enough to take it for what it is. Cast: Maggie McNamara, William Holden, David Niven.

Adults	15-18	12-15
Matter of taste	No	No

The Paris Express—Raymond Stross Productions. Direction, Harold French. A weak story and lack of motivation ruin whatever suspense this thriller may have had in its conception. As a Dutch bookkeeper whose suppressed desire for adventure plunges him into catastrophe, Claude Rains is unconvincing and inconsistent. Although the hazardous trail leads from The Netherlands to Paris, and includes all the traditional devices, the result is dull. Cast: Claude Rains, Marta Toren.

Adults	15-18	12-15
Just misses	Matter of taste	No

Pickup on South Street—20th Century-Fox. Direction, Samuel Fuller. A sordid, violent story about a pickpocket who steals a girl's purse and finds in it a package of microfilm containing military information. Communist intrigue is exposed in a strange fashion. The thief, whose brutal exploits pervade the film, is persuaded by his girl to turn momentarily patriotic. Thereupon his earlier unprincipled acts are forgiven, and he is free to prey on society once more. Cast: Richard Widmark, Jean Peters, Thelma Ritter.

Adults	15-18	12-15
Matter of taste	Poor	No

Roman Holiday—Paramount. Direction, William Wyler. One hesitates to describe a picture as "high romance" because the phrase has become so outworn. However, this tale of how a modern princess, visiting Rome on an official tour, breaks the bonds of protocol to spend one glorious day with an American newspaperman, has authentic magic. It is difficult to know to whom the greatest praise should go—to Director William Wyler; to the extraordinarily bewitching Audrey Hepburn; to Gregory Peck, content to let his quiet charm highlight her radiance; or to the cameramen who have opened out this ancient Italian city before us. Miss Hepburn's first motion picture role is unforgettable. Cast: Audrey Hepburn, Gregory Peck, E. J. Albert.

Adults	15-18	12-15
Excellent	Excellent	Excellent

Sailor of the King—20th Century-Fox. Direction, Roy Boulting. An otherwise fine war picture, based on a C. S. Forester novel, is marred by a clumsily handled personal drama concerning a ship's captain and his illegitimate son who are ignorant of each other's identities. However, the main plot, in which the extraordinary heroism of the younger man enables his father to best a German cruiser, is acted and directed with great skill. Cast: Michael Rennie, Wendy Hiller, Jeffrey Hunter.

Adults	15-18	12-15
Excellent of its kind	Excellent of its kind	Possibly

A Slight Case—Larceny—MGM. Direction, Don Weis. Fans of Mickey Rooney and Eddie Bracken will find this farce amusing. Rooney is an egotistical would-be tycoon who makes use of the friendship of a glib war buddy, Eddie Bracken, to realize his ambitions as a big-time operator. Larceny appears when they assure the success of their service station by getting free gasoline from a cross-state pipe line. Humorous situations, for some, will not overshadow the rationalization of dishonesty, however unmalicious. Cast: Mickey Rooney, Eddie Bracken.

Adults	15-18	12-15
Matter of taste	Yes	Yes

Something Money Can't Buy—Universal-International. Direction, Pat Jackson. An engaging British domestic comedy relates the trials of a young couple in postwar London who seek to achieve a reasonable standard of living for themselves and their two small children. As beguiling a group of characters as one could hope to meet anywhere combine to make the whole production a joy. Cast: Patricia Roc, Anthony Steel, Moira Lister, A. E. Mathews.

Adults	15-18	12-15
Excellent	Excellent	Good picture of English life

Stalag 17—Paramount. Direction, Billy Wilder. A harshly compelling melodrama about a German prison camp in World War II portrays the rough humor and buffoonery of soldiers who have nothing to do but wait. The men's gradual awareness of a German spy in their midst and the slowly mounting ten-

sion that ends in the violent beating of an innocent suspect are tautly drawn. The cast is brilliant and production values fine. Cast: William Holden, Richard Erdman.

Adults	15-18	12-15
Excellent of its kind	Yes	Mature

Thunder Bay—Universal-International. Direction, Anthony Mann. An uneven but colorful melodrama in which James Stewart is a modern reincarnation of the old American pioneering spirit, as he seeks to drill oil with equipment he has invented himself. The love story is unnecessary except as it heightens the hostility of the Gulf Coast villagers, worried lest the drilling spoil their shrimp beds. Cast: James Stewart, Joanne Dru.

Adults	15-18	12-15
Good	Good	Yes

Vice Squad—United Artists. Direction, Arnold Laven. The detective chief of a metropolitan police force preserves an unruffled poise through a harrowing "average" day, which includes a murder, robbery, kidnapping, and a television broadcast. Edward G. Robinson is effective in a more restrained role than usual. Cast: Edward G. Robinson, Paulette Goddard.

Adults	15-18	12-15
Crime thriller	Well done but ethically poor	No

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Alaskan Eskimo—Excellent for all ages.
Destination Gobi—Excellent for all ages.

Family

Abbott and Costello Go to Mars—Children, possibly; adults and young people, Abbott and Costello fans.
Bright Road—Good for all ages.
Call Me Madam—Excellent for all ages.
The Girl Next Door—Children, possibly; adults and young people, musical comedy fans.
The Girls of Pleasure Island—Good fun for all ages.
I Love Melvin—Entertaining for all ages.
It Happens Every Thursday—Entertaining for all ages.
The Lady Wakes Up—Good for all ages.
Love Hand—Children, excellent; adults and young people, good western.
Mo and Pa Kettle on Vacation—Entertaining of its type for all ages.
Penny Princess—Entertaining for all ages.
Pony Express—Western fans, all ages.
Scared Stiff—Fair, all ages.
Sombrero—Entertaining for all ages.
Trouble Along the Way—Children, yes; adults and young people, fair.
Water Birds—Excellent for all ages.

Adults and Young People

Ambush at Tomahawk Gap—Children, no; young people, poor; adults, western fans.
Bandits of Corsica—Fair for all ages.
The Big Frame—Children, poor; adults and young people, mediocre.
The Blue Gardenia—Children, no; young people, poor; adults, matter of taste.
Burns Devil—Children, yes; adults and young people, of limited interest.
Count the Hours—Children, poor; adults and young people, mediocre.
Cry of the Hunted—Poor for all ages.
Desert Legion—Children, fair; adults and young people, adventure fans.
Desert Rats—Children, good; adults and young people, excellent.
Dream Wife—Children, sophisticated; adults and young people, excellent.
Fast Company—Mediocre for all ages.
The Forty-ninth Man—Children, no; young people, tense; adults, fair.
Glory of Sea—Good for all ages.
House of Wax—Children, no; adults and young people, matter of taste.
I Believe in You—Excellent for all ages.
Invasion from Mars—Children, no; adults and young people, poor.
Jamaica Run—Children, yes; adults and young people, fair.
The Juggler—Children, mature; adults and young people, of unusual interest.
Julius Caesar—Excellent for all ages.
Justice Is Done—Children, no; young people, mature; adults, excellent.
Law and Order—Poor for all ages.
Mahatma Gandhi: Twentieth-century Prophet—Children and young people, good; adults, inspiring.
Man in the Dark—Mediocre for all ages.
Man on a Tightrope—Children, mature; adults and young people, very good.
Martin Luther—Children, mature; adults and young people, thoughtful semidocumentary.
Murder Will Out—Children, no; young people, poor; adults, sophisticated.
Off Limits—Children, yes; adults and young people, Bob Hope fans.
Old Overland Trail—Children, poor; adults and young people, Western fans.
Pack Train—Mediocre for all ages.
Powder River—Children, poor; adults and young people, mediocre.
The President's Lady—Children, yes; adults and young people, fair.
Salome—Children, yes; adults and young people, entertaining.
San Antonio—Fair for all ages.
The Secret Cocaine—Yes for all ages.
Shame—Excellent for all ages.
Sea of the Rosagade—Poor for all ages.
That Man from Tangiers—Poor for all ages.
Titanic—Children and young people, yes; adults, matter of taste.
War of the Worlds—Children, no; adults and young people, sensational.
Young Bess—Children, yes; adults and young people, fair.



Dear Editor:

Just yesterday a friend of mine asked me if I read the *National Parent-Teacher*, and what did I think of it. My reply was "It's a good magazine." His comment was, "To say it's good is not enough. The only thing the matter with it is that it doesn't cost enough!"

ROGER ALBRIGHT
 Director, Education Services

Motion Picture Association of America, Inc.
 Washington, D. C.

Dear Editor:

The articles by Bonaro W. Overstreet are worth a fortune—clear-thinking, inspirational, and sympathetic; all that we need to keep us going in the right direction. I wish you would do again, something similar to the series "For the Spirit's Hunger." That sort of thing, it seems, cannot be written too much. Inspirational literature can be, and needs to be, read over and over again. I wonder if Mrs. Overstreet made a book of that series. I hope so.

MRS. JAMES TOMLINSON

Saginaw, Michigan

Dear Editor:

I have been a subscriber to the *National Parent-Teacher* for the past nine years and certainly wouldn't be without it. In fact, my subscription at present is paid up through 1962. I think the magazine is wonderful and am so enthusiastic over it that I do not have much trouble convincing other mothers to subscribe also. I have four children ranging in age from four through thirteen and therefore am interested in all the study courses. As state preschool chairman I have urged the use of these programs and have had a wonderful response.

MRS. ALVA E. ERVIN

Denver, Colorado

Dear Editor:

You have an excellent magazine. It is one of the few I read from "kiver to kiver."

WALTER J. E. SCHIEBEL
 Principal, N. R. Crozier Technical High School
 Dallas, Texas

Dear Editor:

In looking over my magazines for the past year I read again the article "Parents Can Help Educate Their Children" by Bess Goodykoontz. May we have some more articles on this most important subject? . . .

This summer I have been helping a nine-year-old boy who couldn't read first-grade material. He is a fine, intelligent lad with none of the usual reasons for poor reading or nonreading. He needed phonics, eye training, and long and patient practice in looking carefully at words. I believe that . . . he can become a good reader. But the help that he needs is far more than anyone can expect a busy teacher to give him. . . .

When teachers and parents find that a child is going to require more help than he can get in school, why can't a parent learn to help in the right way?

MRS. CHARLES F. HAWTHORNE

Ottawa, Illinois

HONORARY PRESIDENT: Mrs. A. H. Reeve

HONORARY VICE-PRESIDENTS: Miss Ellen C. Lombard, Mrs. Fred M. Raymond

DIRECTORY OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS BOARD OF MANAGERS

OFFICERS

NATIONAL PRESIDENT

Mrs. Newton P. Leonard, 341 Sharon Street
Providence, Rhode Island

AIDES TO THE PRESIDENT

FIRST VICE-PRESIDENT

Mrs. Rollin Brown, 1134 North Orange Drive
Los Angeles 38, California

SECOND VICE-PRESIDENT

Mr. Knox Walker, 500 Fulton County Administration
Building, Atlanta Georgia

VICE-PRESIDENTS

Mrs. Otto Eisenstein, Warrenton, Missouri
Mrs. G. S. Failand, 321 South Walnut, Colfax, Iowa
Mrs. O. G. Hankins, 2704 Brentwood Road N.E.,
Washington 18, D. C.

Mrs. J. W. Heylman, 339 South Harvey Avenue, Oak
Park, Illinois
Mrs. S. Theodore Manduca, 9 Central Park Avenue,
Old Orchard Beach, Maine

Mrs. T. J. Mims, Box 1143, Greenville, South
Carolina
Mrs. Herman Nordfors, 1040 Twentieth Avenue,
Longview, Washington
Mrs. Edward T. Walker, 2207 Pelham Avenue, Los
Angeles 64, California

SECRETARY

Mrs. Russell C. Bickel, 68 West Dominion Boulevard
Columbus 14, Ohio

TREASURER

Dr. John W. Headley, South Dakota State College,
State College Station, South Dakota

NATIONAL CHAIRMEN OF STANDING COMMITTEES

Art
Mrs. Ellen D. Link, 834 Park Avenue, River Forest,
Illinois

Character and Spiritual Education
Mrs. A. O. Haislip, 1324 North Thirty-fourth Street,
Birmingham, Alabama

Citizenship
Mrs. Albert Solomon, 1605 Xavier Street, Denver 4,
Colorado

Congress Publications
Mrs. James C. Parker, 1729 Union Boulevard, S.E.,
Grand Rapids, Michigan

Cooperation with Colleges
Dr. Raymond F. Hawk, Western Washington Col-
lege of Education, Bellingham, Washington

Exceptional Child
Ruth J. Raattama, M.D., Maternal and Child
Health Division, Bureau of Health and Hospitals,
659 Cherokee Avenue, Denver 4, Colorado

Founders Day
Mrs. John E. Hayes, Box 72, Twin Falls, Idaho

Health
Henry F. Helmholz, M.D., 799 Third Street, S.W.,
Rochester, Minnesota

High School Service
Mrs. L. W. Alston, 1497 West Pine Street, Hatties-
burg, Mississippi

Home and Family Life
Dr. Esther E. Prevey, Department of Family Life
Education, 1840 East Eighth Street, Kansas City
24, Missouri

International Relations
Mrs. Floyd B. Newell, 94 Monroe Parkway,
Rochester, New York

Juvenile Protection
Mrs. E. L. Church, 1004 Homcrest, Kalamazoo 26,
Michigan

Legislation
Mrs. Clifford N. Jenkins, 30 Deerpath, Norgate,
Roslyn Heights, Long Island, New York

Membership
Mrs. G. W. Luhr, 3335 Freeman Road, Walnut
Creek, Contra Costa County, California

Mental Health
Dr. Esther H. de Weerd, 808 Park Avenue, Beloit,
Wisconsin

Music
Dr. Lloyd V. Funchess, State Supervisor of Music,
State Department of Education, Baton Rouge 4,
Louisiana

Parent Education
Dr. Ralph H. Ojemann, Iowa Child Welfare Re-
search Station, State University of Iowa, Iowa
City, Iowa

Preschool Service
Mrs. Keith E. Weigle, 1873 Grasmere Street, East
Cleveland 12, Ohio

Procedure and Bylaws
Mrs. Albert L. Gardner, 12 Sixth Street, Fords, New
Jersey

President, National Parent-Teacher, Mrs. James Fitts Hill, 1604 Gilmer Avenue, Montgomery 6, Alabama

Programs
Mrs. L. E. Burr, 710 South Fourth Street, Las Ve-
gas, Nevada

Publicity
Mrs. Ralph Hobbs, Cataula, Georgia

Radio and Television
Mrs. Edith McBride Cameron, 805 Seagle Building,
Gainesville, Florida

Reading and Library Service
Mrs. Ruth Gagliardo, 1108 Ohio Street, Lawrence,
Kansas

Recreation
Miss Dorothea Lenach, Director of Recreation,
Room 115, City Hall, Portland, Oregon

Rural Service
Dr. John S. Carroll, Department of Education,
Texas Technological College, Lubbock, Texas

Safety
Mrs. Fred Knight, Cartersville, Georgia

School Education
Dr. John W. Studebaker, 33 West Forty-second
Street, New York 36, New York

School Lunch
Miss Ruth Powell, State Department of Education,
Little Rock, Arkansas

Visual Education and Motion Pictures
Mrs. Louise S. Walker, 3233 Livingston Street,
Chevy Chase, D. C.

PRESIDENTS OF STATE BRANCHES

Alabama: Mrs. D. D. Black,
3302 South Perry, Montgomery

Arizona: Mrs. H. S. North,
1133 West Willetta Street, Phoenix

Arkansas: Mrs. J. R. Sink,
1001 Holden Avenue, Newport

California: Mrs. P. D. Bevil,
2911 25th Street, Sacramento 17

Colorado: Mrs. Cyril Lyster,
Route 4, Box 135, Greeley

Connecticut: Mrs. Byron F. Wilcox, Glenbrook Drive,
Cheshire

Delaware: Mr. James H. Snowden,
421 West Thirty-ninth Street, Wilmington

D. C.: Mrs. Frank F. Strope,
2319 Fortieth Place N.W., Washington 7

Florida: Mrs. C. Durward Johnson,
331 North 14th Street, Quincy

Georgia: Mrs. H. M. Kandel,
432 Abercorn Street, Savannah

Hawaii: Mr. J. Ralph Brown,
239 Merchant Street, Honolulu

Idaho: Mrs. C. S. Bonquet,
Box 361, Pocatello

Illinois: Mrs. T. H. Ludlow,
135 Southcote Road, Riverside

Indiana: Mrs. Jack C. Greig,
514 East Drive, Woodruff Place, Indianapolis

Iowa: Mrs. O. S. Failand, 321 South Walnut, Colfax
Kansas: Mrs. Harry Buckley,
3308 Brown, Kansas City 4

Kentucky: Mrs. James G. Sheehan,
152 North Alta Avenue, Danville

Louisiana: Mrs. J. S. Goff,
615 Elmwood Place, Shreveport

Maine: Mrs. John G. Lyons,
50 West Street, Portland

Maryland: Mr. Joseph A. Hunter,
3111 Ardee Way, Baltimore 22

Massachusetts: Mrs. Frank G. Chace,
49 Lovewell Street, Gardner

Michigan: Mrs. Harry E. King,
98 South Shirley, Pontiac

Minnesota: Mrs. David Aronson,
1217 Thomas Avenue North, Minneapolis 11

Mississippi: Mrs. A. L. Hendrick,
504 Road of Remembrance, Jackson

Missouri: Mrs. C. W. Detjen,
420 South Gore, Webster Groves 19

Montana: Mrs. Marion Crawford,
709 East Main, Laurel

Nebraska: Dr. Galen Saylor, 317 Teachers College,
University of Nebraska, Lincoln

Nevada: Mrs. Dewey Solomon,
2001 West Charleston Boulevard, Las Vegas

New Hampshire: Mrs. Howard Lee,
43 Humphreys Court, Portsmouth

New Jersey: Mrs. A. Hobart Anderson,
263 East First Street, Clifton

New Mexico: Mrs. Aaron Margulis, 1664 Cerro Gordo,
Santa Fe

New York: Mrs. Charles L. Chapman,
6061 Lewiston Road, Lewiston

North Carolina: Mrs. T. R. Easterling,
319 Raleigh Street, Rocky Mount

North Dakota: Mrs. Harold Belcher, Fessenden

Ohio: Mrs. Lorin C. Staats,
310 East State Street, Athens

Oklahoma: Mrs. Joel Burkitt,
1419 East Thirty-fifth Street, Tulsa

Oregon: Mrs. Helmer Lindstrom,
2440 Cedar Street, Astoria

Pennsylvania: Mrs. Alexander Groskin,
4949 North Smedley Street, Philadelphia 41

Rhode Island: Mrs. James J. Walker,
20 Stratford Road, Edgewood 5

South Carolina: Mrs. J. Howard Stokes,
125 Cheves Street, Florence

South Dakota: Mrs. William Reiners,
R.F.D., Madison

Tennessee: Mrs. E. B. Roberts, Palmer

Texas: Mrs. H. G. Stinnett, Jr.,
1405 West 11th Street, Plainview

Utah: Mrs. Donald E. Rose,
1240 South Westwood Road, Bountiful

Vermont: Mrs. Ramon Lawrence, Jericho

Virginia: Dr. Robert O. Nelson, Box 733, Newport News

Washington: Mrs. David W. Wood, 3832 South Eighth
Avenue, Tacoma

West Virginia: Mrs. Edward G. Menkemeller,
501 Fulton Street, Wheeling

Wisconsin: Mrs. George Steinmetz,
8121 Aberdeen Court, Wauwatosa 13


Wyoming: Mrs. Glenn K. Rogers,
312 East Pershing Boulevard, Cheyenne

NATIONAL OFFICE: 600 South Michigan Boulevard, Chicago 5, Illinois

Director of Office and Administrative Assistant
Ruth A. Bottomly
Assistant to Director of Office
Margaret S. Wells

Publications
Eva H. Grant, *Editor-in-Chief*
Mary A. Ferre, *Managing Editor*
Mary Elmore Smith, *Senior Assistant Editor*
Josephine Costantino, *Assistant Editor*

Field Staff Members
Ellen Dell Bieler
Dema Kennedy



What's on the calendar for October?



October 1953						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Plenty of good news, we hope, and good reading too.

In fact, you'll find them both in the October issue of the *National Parent-Teacher*. It will be filled with articles important to you, whether you're a parent, a teacher, or one of the millions of other Americans who care about children and their world. You'll learn more about understanding yourself—as a person and a citizen. You'll get the best help available for giving children the assurance and guidance they need. Here is a foretaste of the varied fare to be offered you in next month's issue:

"How Friendly Is Your Child?" by Rosemary Lippitt

"Where Can They Go for Counsel?" by Helen Perlman

"A Picture of Mental Health" by William C. Menninger, M.D.

"Financing Our Schools" by John W. Headley

"The Common Cold" by Victor Haas, M.D.

And a much-needed special feature, "New Hope for Audiences"—a clear and thorough description of new ways of holding successful group meetings

The National Parent-Teacher is the official magazine of the National Congress of Parents and Teachers. It is not published for profit. It exists only to serve and safeguard America's children and youth. Subscription price: \$1.25 a year.

National Parent-Teacher

600 SOUTH MICHIGAN BOULEVARD • CHICAGO 5, ILLINOIS